DOCUMENT RESUME

ED 101 923 RC 008 365

TITLE Report of a National Bilingual Bicultural Institute: A Beloc at Tucson '66 and Beyond (Albuquerque, New Mexico, November 28-December 1, 1973).

INSTITUTION National Education Association, Washington, D.C.; National Education Task Force de la Raza, Albuquerque, N. Mex.

PUB DATE Dec 73

NOTE 48p.; For related document, see ED 017 222

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

DESCRIPTORS Biculturalism; *Bilingual Education; Community Action; Educational Needs; *Educational Objectives; Educational Problems; Legislation; *Mexican Americans; *Program Descriptions; Spanish Speaking; Speeches; *Symposia

IDENTIFIERS Chicanos

ABSTRACT

The symposium, convened in 1966 at the University of Arizona (Tucson), served as a sequel to the 1965 "Tucson Survey on the Teaching of Spanish to the Spanish Speaking" and as a prologue to action. November 28-December 1, 1973 a National Bilingual Bicultural Institute was held to: (1) review the rationale, activities, and recommendations of the 1966 symposium; (2) review important activities in bilingual bicultural education since 1966; (3) demonstrate exemplary bilingual bicultural education programs which have been implemented in school settings of high Mexican American concentration; (4) review present and pending State and national bilingual bicultural education legislation and appropriations; and (5) develop new directions for bilingual bicultural education in American education for the 1970's which will lead to national legislation. Since Chicanos are the largest Spanish speaking community in the United States, the institute's emphasis was on bilingual bicultural education for Mexican American children, from preschool to college. Given in this report are: (1) condensed versions of addresses given at the institute; (2) work lab reports on State and national legislative, administrative, court, and community action; (3) brief descriptions of local and national bilingual bicultural exemplary projects; and (4) general institute recommendations. (NQ)

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Report of a National Bilingual Bicultural Institute

A Relook
At Tucson
'66
And Beyond

Sponsored by
The National Education
Task Force de la Raza

The National Education
Association

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November 28–December 1, 1973

Albuquerque, New Mexico

A
Right
or
Privilege?

RC 008 365

A RELOOK AT TUCSON '66:

Historical Background

In 1965 "The Tucson Survey on the Teaching of Spanish to the Spanish-Speaking" posed perhaps the first challenge for equal educational opportunities for the Mexican American of the Southwest. The Survey was conducted by leading educators from the Tucson area and sponsored by the National Education Association.

At the heart of the challenge for a more humane emphasis in education for the Mexican American was the unalterable belief that Mexican American children are *not* deficient human beings, but rather that the schools' techniques and materials are deficient and that these *can* and *should* be changed to meet the needs of the Mexican American child.

The NEA-Tucson Survey resulted in the following recommendations which have since served as guidelines for bilingual programs:

There is a need for a well-articulated program of instruction from the pre-school level to the high school level in the student's native language.

The preparation of teachers for bilingual programs must be based on: (a) the personal qualities of the teacher, (b) their knowledge of children and appreciation of the cultural environment of the community from which these students derive, (c) skill in the teaching process, and (d) bilingual fluency.

Teachers must be recruited from the Spanish-Speaking population and young Mexican Americans must be encouraged to pursue teaching as a career.

Curriculum models must be characterized by their diversity so that the needs of students will be met rather than continue to fit the children to the curriculum.

English must be taught as a second language using appropriate techniques and materials.

Laws which directly or indirectly impede the use of the children's native language in the classroom must be repealed.

In 1966, as a direct result of the NEA-Tucson Survey, a symposium, "The Spanish-Speaking Child in the Schools of the Southwest," was convened at the University of Arizona in Tucson. This Symposium served as a sequel to the Survey and was rightfully qualified as a prologue to action.

The Symposium concentrated on detailing facts about bilingual education, stimulating ideas, offering pertinent suggestions to interested participants, and presenting proposals relative to all levels of education for the Mexican American child. Six main areas emerged consistently in the interaction among the participants:

Innovative classroom practices
Community participation in the schools
Pre-school education
University involvement
State legislation for bilingual education
Federal support for bilingual education

The mandates resulting from the Symposium were decisive and unequivocal:

1. Spanish-speaking teachers must be trained in accordance with specific criteria.
2. The school is an extension of the community and mutual support is imperative.
3. Universities and colleges must intensify their mobilization of talent.
4. A concerted effort ranging from the local to the national levels of government must be put into motion toward the accomplishment of the complex goals set for the education of the Mexican American child.
5. A variety of state and federal funding resources must be vigorously pursued.

In retrospect, the questions posed at the Symposium are still valid today: "What are we doing?", "What more can we do?" and "Where are we going?"

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A Relook at Tucson '66 and Beyond

Institute Goals:

To provide participants with alternatives and options to examine the various aspects of bilingual bicultural education in school settings with high concentrations of Mexican American students, i.e., community involvement, teaching practices, teacher preparation, research, legislation, and court actions.

To provide opportunities for participants to examine current programs and practices of bilingual bicultural education as they influence public education in the United States.

To provide opportunities for participants to acquire greater knowledge, skills, and expertise that will enable them to influence the direction of bilingual bicultural education.

Institute Objectives:

To review the rationale, conference activities, and recommendations of the 1966 Tucson conference.

To review the important activities in bilingual bicultural education since 1966.

To demonstrate exemplary bilingual bicultural education programs which have been implemented in school settings with high concentrations of Mexican American students.

To review present and pending *state* bilingual bicultural education legislation and appropriations.

To review present and pending *national* bilingual bicultural education legislation and appropriations.

To develop new directions for bilingual bicultural education in American education for the '70s which will lead to national legislation.

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Introduction

We came to the Institute to assess where we have come from and where we are going in bilingual bicultural education in this country. Because Chicanos are the largest Spanish-speaking community in the United States, we decided to emphasize bilingual bicultural education for Mexican American children, from preschool to college. We committed ourselves, however, to share what we learned at the Institute with other language and ethnic groups who need bilingual bicultural education—and with the larger society, which needs it as well.

At the Institute, we exchanged information about some of the programs, trends, and events that are taking place throughout the country. From our collective experience, we drew recommendations which we believe will strengthen bilingual bicultural education. We dedicate these to the construction of a culturally democratic society in the United States, and to greater understanding among the cultures of the world.

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Bienvenida, Revista, y Propósitos

New Mexico Governor Bruce King

"We recognize and respect all cultures," stated Governor King in his welcoming address, "and we are promoting in our public schools the establishment of instructional programs which will impart knowledge, respect, and a sense of multicultural value for all groups regardless of their ethnic background." He recalled the adoption in 1969 of House Bill 270 which, although unfunded, explicitly permitted any public school in the state to offer bilingual programs for Mexican American and Native American children. Subsequent bills and legislative appropriations enacted during his administration, King said, have shown recognition of the valuable human resources of New Mexico—"resources of language and culture unequaled percentagewise in the nation."

"We are anticipating," Governor King continued, "that for the 1974-75 school year over one million dollars in state funds will be available for multicultural education. In addition, we are anticipating approximately two million dollars under Title VII of the Elementary and Secondary Education Act and three million dollars under the Emergency School Aid Act. All of these funds . . . are earmarked for providing special educational services to Mexican American, Native American, and Black children in our state."

NEA President Helen Wise

"The teachers of America must wake up and become part of a vital, politically sophisticated force to change the priorities of this nation." This was the central thrust of the message conveyed to participants by NEA President Helen Wise. In a written statement wired to the conference,* she reviewed the major recommendations of the Tucson Task Force Report, *The Invisible Minority*, released in 1966. She then recalled the achievements in bilingual bicultural education growing out of the Tucson Symposium of 1966—notably, (a) passage of the Bilingual Education Bill in 1968; (b) establishment of the Office for Spanish Speaking in the U.S. Office of Education; (c) the conduct of summer institutes for teachers of Spanish-speaking children; and (d) the repeal of state laws prohibiting public schools from instructing students in Spanish or allowing classroom conversation in Spanish.

Emphasizing the NEA's commitment to bilingual bicultural education, Dr. Wise quoted the Association's Continuing Resolution 13, which states:

> The NEA urges and will support its members and affiliates in seeking repeal of state laws prohibiting the teaching of subjects other than foreign languages in any language except English. The Association further urges the enactment of legislation that requires bilingual education according to need and that will provide necessary funds to develop teaching materials appropriate for students whose sole or major language in the home is other than English.

Honorable Bruce King

"And this past summer," Dr. Wise said, "the Representative Assembly mandated the establishment of a fully funded, professional, multicultural, multiracial task force on bilingual bicultural education." But although progress has been made since Tucson, she emphasized, "it is not enough! Title VII has existed to date on subminimal funding. Consequently, a vital bilingual program is being hampered like so many other crucial

* Dr. Wise was scheduled to address the Conference at the opening session on Wednesday evening. However, flight cancellations due to bad weather prevented her attendance.

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education programs by an administration which puts education at the bottom of the list of national priorities. . . . It is our opinion that the American school child has no friend in the White House, and not as many as he should in Congress.

"It is no friend who writes in a veto message that a program for national child development and day care centers is 'radical.'

"It is no friend who would promise $200 million a year for a right to read program and then deliver less than $30 million in four years.

"It is no friend who would advance a legislative proposal that rejects the special needs of the handicapped child, reduces spending for the impoverished child, and ignores libraries, vocational training programs, up-to-date textbooks, and classroom equipment as if they were mere frills.

"It is, in short, no friend who views American children as inflationary."

The only answer for teachers, Dr. Wise maintained, is informed political activism—"specifically to see to it that in 1974 we elect a Congress which can advance the concern of 46 million American schoolchildren and, in 1976, to put a friend of education in the White House."

Dr. Wise referred to an article in the December 1, 1973, issue of *New Republic*, in which the author, Peter Barnes, cites 26 counties in Texas where more than one-half of the population are Chicanos. "Yet not one of these counties is controlled by Chicano officials. On the other hand, he cites the situation in Crystal City, where, under the leadership of José Angel Gutierrez, Chicanos have elected control of the school board, have made Chicanos a majority of the administrators in the school system, have improved bilingual education in the schools, and have witnessed a dramatic decrease in the Chicano dropout rate as a result."

"That," Dr. Wise said, "is political power, and this is what all of *us* must seek as our goal. For it will do little good to establish task forces, publish reports, and go to conferences if we do not elect the people to positions of power who can respond with the legislation we need. . . ."

"We *can* do it," she declared. "We are the *only* national organization that has members in every voting district in this country. Organized through the NEA and its affiliates we represent close to two million members, and there is no way that we can be denied. . . . Together, united, we can make it possible for each of us more honestly to say, 'Gladly and proudly do I teach!' "

Honorable Joseph Montoya; Ramón Huerta, NEA Executive Committee

Addresses*

THE CHALLENGE OF A MULTICULTURAL AMERICA

Senator Joseph M. Montoya (D-NM)

1966: Commitment

The National Education Association Symposium of 1966 was a challenge to those of us who lived in the Southwest, where the need was greatest for a change in the way we taught Mexican American children. It was in Tucson that we first determined to build what we called "bridges of understanding" for the people in this country so that America would become the truly united nation it should be: a nation which valued its own variety and could speak and understand its own languages.

We left that meeting determined to generate interest in new kinds of schools wherever language-minority children needed them. We wanted to generate new ideas in colleges and universities where teachers were preparing for the future. We wanted to generate concern in governments at every level.

Senator Yarborough and I returned to Washington with your words reinforcing our own awareness of the needs in our states and in the nation. The first Bilingual Education Act was the result.

That was seven years ago—a time when new and progressive ideas about education were welcome in Washington, and when many of us thought it was enough to spotlight a need, develop a program to meet that need, provide federal help to get things going—and then settle back to wait for good results.

1973: Reappraisal

That was naive, of course. Things didn't work out quite the way we planned. We have helped some children, produced some teachers, funded some programs. But somehow, in these last seven years we have failed to do the job we pledged to do.

We have not been able to help the millions of students who entered our schools in those years since 1966—children who were poor and spoke a language other than English. We called them "bilingual" children. But they were not bilingual. They were monolingual—but in the wrong language. Wrong for most Americans, that is. We encouraged that "wrong" definition by calling them children of "limited English-speaking ability." We offered them, at best, remedial education as a temporary measure—and we found that "remedial" education was expensive, difficult, and unpopular.

These children brought to their schools the language and culture of their homes, and in kindergarten or the first grade they were asked to forget all that they had learned in their first six years, to sacrifice their heritage, their individual worth, their unique talents, their pride in their communities and homes—all so they could be taught to think and read and write in English and lose that definition of being limited.

At six or seven years of age they were asked to perform a kind of mental miracle—and when that miracle didn't happen those around them too often pretended it was the children's failure, instead of ours. Of course it was our failure, because we did not understand the values of the languages and cultures we were asking those children to leave behind. Most of the programs we offered did not have the goal of real bilingualism, but simply offered a change in the brand of monolingualism the children used. We tried to turn a child with "limited English-speaking" ability into a child with "limited Spanish-speaking" ability or "limited Indian language" ability.

In all the years between that first meeting in Tucson and this one in Albuquerque, we have only managed to provide programs for a few hundred thousand children—a tiny 2 percent of those who needed our help. And most of the programs we offered were transitional programs designed to change one limiting handicap for another.

Even now, seven years later and six years after the legislation which was supposed to solve the problem, the federal government is helping only 2.7 programs in the whole United States. Some states have joined in the effort to help, and some local schools have begun to think about the problem—but very few places have faced the depth of the need or the realities of the problem.

For most children who spoke a language other than English in 1966, the reality of the last seven years has been not bilingual or bicultural education, but instead the gradual loss of learning potential; the frustration and indignity of falling further and further behind other children every year; the anger at a system which refused to teach them in a language they understood, and demanded instead conformity in a language they could not comprehend.

Those children who entered school in 1966, when we first pledged to provide a better kind of education for them, should be in the eighth grade today. For those who did not speak English we know statistically what has happened. Ten percent of them have dropped out of school already. Of those who are still in school, 64 percent are reading below grade level and 10 percent are at least two years behind, in the fourth or fifth grades. And by the time they should be in the twelfth grade—just four years from now—40 percent of these students will have dropped out of school. Only 5 percent of them will ever complete college.

What those statistics mean to the dropouts is painfully clear. They will always face the handicaps of higher unemployment, less income, less opportunity. All the fringe benefits of poverty will be theirs: more illness, harder and less rewarding work, and earlier death.

The truth is that we failed those children who entered school in 1966—and we may be going to fail their children, too.

What went wrong?

We *did* pass the legislation. But we failed to make it live up to its promise. Other priorities were greater in Washington, and in 1968 we elected a president who did not share our belief in this new kind of education. By 1970 we heard the rumblings of discontent from the White House about money we were "wasting"—and finally this year we heard the requests that no money at all be budgeted for bilingual education.

* All addresses in this report have been condensed. If you want the full text of any address, write the Education Task Force de la Raza.

In addition to our failures in government, educators themselves were discovering that the problem was more complex than we thought. Even if the money and support had been available, you educators were not really ready. You did not have the teachers trained, the textbooks written, the testing materials and teaching techniques developed.

Lessons of Experience

But all of us know more today than we did in 1966. We know that:

- We need not only bilingual but also bicultural programs—and one without the other is meaningless.
- Not just Spanish-speaking children or Indian children, children who speak any language other than English, will benefit from bilingual and bicultural education—all children would benefit from that kind of opportunity in our schools.
- In the few places where bilingual education has been tried, the results have been a sharp increase in achievement, not only for the child who speaks a language other than English, but for the English-speaking child who shares the program.
- Literacy in two languages is better than literacy in one—and if children are allowed to read and write first in the language they know best they can soon learn to read and write in a second language at a faster pace. They can become literate in the language they bring to school and in the language they find in school—instead of becoming illiterate and nonfunctioning in both.
- The teachers for successful bilingual programs are not just people who speak Spanish or French or Chinese or Indian—but are people who are biliterate and have been trained to teach in two languages, not one.
- We have very few universities or colleges which are prepared to train that special kind of teacher—that is why we do not have enough teachers even for the few programs in existence. (A recent survey shows that only about one-fourth of the teachers listed as being "bilingual" actually are trained to teach bilingually.)
- It will take us many years to produce the teachers in the numbers needed, or the books and histories, the testing materials, the counseling and administration for these new programs. We are not ready yet—and we know that.
- Bilingualism means more than just getting through the transition period from kindergarten to third grade—and then being transformed overnight into a "normal" student who works only in English. It means instead learning in two languages steadily right on through high school and college—so that in the end the language you bring to school and the language you find in school are tools you can use all your life.

Most challenging of all, we know that there are still many American citizens who don't share our concern and don't understand the valuable resources that our multicultural population represents. In the crisis world of 1973, with inflation and shortages and world environmental problems pressing from every side, it is going to be even more difficult to make bilingual education a first priority.

What can we do?

Legislative Proposals: Promises and Constraints

The Title VII Amendments now being considered by the Senate Education Committee* will provide more money, more teacher training, a greater emphasis on biculturalism and on expansion into adult and vocational education, better supervision and administration, research into innovative techniques, and cooperation with state and local governments and with families and communities.

The most important change in this legislation is that it presents the bilingual child as "advantaged and not disadvantaged" and it offers opportunities to the monolingual English-speaking child as well as to the child who is monolingual in another language.

However, the money that we can honestly promise to appropriate will not be enough to do the job—not nearly enough. Before we can provide that kind of money from government at any level we are going to have to convince other Americans that bilingual education is not remedial or a program to help handicapped children.

Bilingualism—Resource Education

We are going to have to make all Americans understand that bilingual education is resource education—that it will provide better education for children who come to school speaking *only* English.

We must somehow make sure that our neighbors and friends who are handicapped by not being able to speak any language except English understand the great gift which children who speak another language bring to the schools—a gift they can share with all children if they are allowed to.

We must find a way to see that every child is allowed to learn about the many kinds of people who have written the history of America, and about the treasure of many cultures that are now ignored.

People from many nations came here to find freedom—and brought with them the stored knowledge of their many homelands. Today, as a result of that rich heritage, we should be the focal point of understanding and progress.

Knowing that, and understanding the thousands of ways in which America would be better today if we had taught our children about the riches of history and language and culture which were present in the Native Americans who were here first, and in every group that came later, we can see now how foolish it was to try to melt people down into something homogeneous so that all Americans would be limited and identical.

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* Bilingual Education Reform Act of 1973—Companion bills S. 2552 and 2553, introduced by Senators Montoya, Kennedy, and Cranston.

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Multicultural Understandings: A Future Imperative

The challenge we must take from this meeting is not only the challenge of increasing and improving bilingual education for minorities. We must also accept the challenge to provide for our country the multicultural knowledge which the twenty-first century will demand.

We must see that every citizen in the United States understands that when children are asked to forget their own identity and their own traditions they do not miraculously turn into something better—instead, they shrink inside, and when that happens our whole nation shrinks too. As these small citizens are diminished, so the opportunities and knowledge and future of this nation are diminished too. The dollar loss is monstrous. For every child who only graduates from the eighth grade when he could have graduated from high school, the lifetime income loss is more than $100,000. Multiply that by the millions who drop out of the schools that fail to provide the education they need, and the gross productivity loss to the nation is staggering.

But even more important to average Americans must be the loss of education THEIR children could have had, but missed—the chance to learn two languages instead of one, the chance to expand into many cultures, instead of one, the opportunity to be ready for the many-cultured world of the twenty-first century instead of being forever handicapped by being both monolingual and monocultural.

When we talk about bilingual education in the last 10 years, we have to say that in many ways we have failed. But in trying to solve the problem, we have learned; and we know enough now to be able to enlarge our own horizons and the horizons of every American.

If we can leave this meeting in Albuquerque understanding that opportunity, we can more easily open the doors to rapid expansion of bilingual and bicultural education. But we will have done more—we will have started on the road to a multicultural America, a place of leadership in the multicultural world in which we must all learn to live harmoniously if we are to survive.

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Growth Pains in Bilingual Bicultural Education Since Tucson '66

Sr. Josué M. González
Management Intern, Rockefeller Foundation
University of Massachusetts
Amherst, Massachusetts

Statistics of Progress

As we look back over the seven years since Tucson '66, we can see that some of the educational statistics that appeared so gloomy then have begun a gradual swing toward improvement.

From three or four bilingual programs which I personally know existed in the middle 60s, we have gone to around three or four hundred.

From a handful of bilingual teachers scattered from Florida to California, we have gone to several thousand, working in such states as Illinois, Maine, New Jersey, New York, Oregon, Pennsylvania, Washington, Wisconsin, and the Virgin Islands. In the intervening years, we have been talked about in the *New York Times*, the U.S. Supreme Court, in the federal Congress, and in the state houses of almost every state. We have grown from a small group of concerned Chicanos to a variegated constituency that now includes speakers of French, Chinese, Russian, Portuguese, and several Indian languages.

From no college or university offering training in this area, we have fought and clawed our way into a substantial number, spread out from East Los Angeles Junior College in the West to Harvard University in the East.

From statutory prohibitions against the use of Spanish for instruction in my native state of Texas, we have gone to state legislation which now mandates the use of Spanish in the state of Massachusetts.

From a total disregard and noninvolvement of our Chicano communities in the affairs of education, we have gone to a few isolated examples, such as Crystal City, Texas, where Chicano communities have overturned the power structures and taken over the decision making in all aspects of local government and education.

From a total lack of funding for bilingual bicultural programming, we have seen the federal government —and in some cases, state governments reluctantly— begin to trickle a few dollars in our direction. And those few dollars are adding up to several million.

All in all, the insurgent movement for bilingual bicultural education that grew out of our deliberations of the mid-60s has come into the national agenda in a perceptible way.

Statistics of Need

But before we can congratulate ourselves on how well we've done, we have to face up to a very sobering fact: At the present rate of growth, our movement is in the same predicament como la burra de don Chon —dando un paso p'adelante y dos pasos p'atrás.

To substantiate this statement, some statistics:

1. The number of English speakers in the Western Hemisphere is only slightly larger than that of Spanish speakers. And by the year 2000 the number of Spanish speakers will be far greater than the number of English speakers.
2. The United States already has the fifth largest concentration of Spanish speakers in the Americas. Of the 18 Spanish American countries, only Mexico, Argentina, Colombia, and Perú have populations that exceed the number of Spanish speakers in the United States.
3. The U.S. Immigration and Naturalization Service states that in Fiscal Year 1971-72, legal immigration from Spanish-speaking countries was approximately 100,000—and that is only *legal* immigration. During that same period the United States deported more than 430,000 illegal aliens from Mexico alone. A high-ranking official of the Immigration and Naturalization Service told me recently that, in his opinion, they were missing one-half of the illegal entries.
4. The median age for Chicanos in the United States is 18.6 years. For Puerto Ricans, it's 18; and for the white population—the Pepsi generation—it's 28.6. In other words, they're 10 years older on the average than we are.
5. The birthrate of Spanish-speaking groups in the U.S. is nearly *twice as high* as that of English speakers in the U.S.
6. From 1968 to 1970, the total number of children attending public school in this country increased by about 3.5 percent. During that same period, the number of Spanish-speaking children in school increased at a rate almost four times greater than the national average.

What these statistics indicate is that *the United States is now one of the major Spanish-American countries.*

One statistical example: If the figures on illegal Mexican aliens are correct, that means that *every year* the United States adds another city the size of Albuquerque and Tucson combined. Or, put another way, it adds another state larger in population than Wyoming and Alaska combined. And in that imaginary city or state everybody speaks Spanish. I don't mean they're bilingual; I mean they speak *only Spanish.* That is the growth through illegal entries only—and from one country only. That does not include the Chicanos and Boricuas who are multiplying at a rate twice that of the White Anglo-Saxon Protestants.

". . . como decía mi abuelita, 'Así cuando se acaba el mundo' . . . ."

Given this information, can we really expect bilingual bicultural education as we know it today to keep up with the demand for services? I suggest that at the rate we're going now, that is going to be very difficult, if not impossible. I say that all the money, all the Title VII programs, and all the teacher preparation programs, and all the platitudes we hear about equal educational opportunity couldn't fill one city the size of Albuquerque in 10 years, much less one every year!

Statistics of Equality

By the year 2000, the only way in which we will be able to say that Spanish speakers have equality of opportunity will be if there are 20 U.S. senators, 10 governors, 87 congressmen, and two Supreme Court justices that are Spanish-surnamed. And if one out of every five doctors, lawyers, corporation chairmen, college presidents, school superintendents, butchers, bakers, candlestick makers—if one out of every five of them are Spanish-speaking, then we may begin to think that we are approaching parity.

Is the bilingual program in which you are working of such a quality that it will produce these men and women for the year 2000?

Is the bilingual program in which you are working of such a high quality that you would want your own children to participate in it?

And the next obvious question: if it isn't good enough, then what do we have to do to make bilingual bicultural education a viable educational alternative?

I have had all kinds of answers to that question. And what I would like to do here is to categorize those responses, those criticisms, and those problems into four broad categories of growing pains. Without any attempt at being all-inclusive or trying to set priorities, let me tell you what I think some of these major pains are.

Ambiguity of Purpose and Goals

A common complaint that I hear about bilingual bicultural education is that too many people continue to regard these programs as remedial or compensatory in nature. It is not difficult to understand why this is so. I remind you of the first sentence of the Title VII, ESEA, legislation, which reads: "In recognition of the special educational needs of the large number of limited English-speaking children . . ." Perhaps what that sentence should have said would have been: "In recognition of the limited ability of educators who have failed to educate large numbers of limited English-speaking children . . ." That might have set us off in a different direction.

The fact is that over the past five years since that legislation was passed, we've grown to recognize that what we are really after is not a *remedial bilingual program*, but rather a program that is based on a well-articulated statement of goals and purposes for bilingual bicultural education that encompasses the total needs of the child, and not only his linguistic needs. I believe that the only kind of goal that we can settle for is one which is based on the firm belief that to be able to speak more than one language is a personal, societal, national, and human advantage. And that all children—whether their names are Smith, Garcia, Rivers, Jones, Gonzalez, or X—should have an opportunity to learn and use a language other than the one they use at home at the same time that they are feeling pride and love for the language of their parents.

I would urge you then to settle for nothing less than a full-scale bilingual bicultural education for all children and in all grade levels. I would like to see us get to the point that when a child reaches high school, he/she can choose to study Spanish literature for three or four years. And if a child wishes to study American history or carpentry in Spanish, he/she should have an opportunity to do so.

The State of Massachusetts—where I live—was the first state to mandate bilingual bicultural education. But in doing that, the State of Massachusetts chose to label it *transitional* bilingual education. The law calls for *transitional* bilingual instruction for a maximum of three years. After that it's up to the discretion of the school administrators to decide whether they want to continue it. That concept seems to reflect very clearly the attitude which that state has about the beauty, virtue, and merit of any language other than English.

We have to work to change that kind of attitude. We have to proceed from the assumption that bilingual bicultural education is a sound educational proposition for all children and that it addresses the needs of all the constituencies of education.

And we have to recognize that up to now, the schools have been making some mistakes. They have advanced the preposterous proposition that two years of high school Spanish is a justifiable educational goal, but that bilingual education is not—that it is purely remedial and for Spanish speakers only.

We know that a child is able to learn a language much more readily in the early years than in adolescence. And this applies to the native speaker of English as well as to the Chicano. I suggest that right now, today, this year, every kindergarten and every primary classroom in this country should be taught bilingually—whether the language used is French, Spanish, German, Chinese, whatever is most appropriate in that community. And in the five Southwestern states, if the White Anglo-Saxon Protestant expects his children to coexist with the Spanish-speaking majority of the year 2000, he should be mandating bilingual education in grades K-12 right now, with the option in college of obtaining a degree either in Spanish or in English.

Bilingual bicultural education has a strong rationale from a national point of view. As I have noted statistically, the United States is now an integral part of the Latin-American community of nations. It is to this nation's interest to begin to look toward and adapt itself to its Spanish-speaking neighbors with the same kind of zeal with which it has traditionally aligned itself to the nations of northern Europe. Now, more than ever, the words of Thomas Jefferson, which were used to introduce the *Invisible Minority* in 1966, ring with special meaning.

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In 1787, in a letter to his nephew, Jefferson said:

> Bestow great attention on Spanish and endeavor to acquire an accurate knowledge of it. Our future connections with Spain and Spanish America will render that language a valuable acquisition. The ancient history of that part of America, too, is written in that language.

A rationale for bilingual bicultural education is present from a human and world view as well: the shrinking nature of the world, rapid transportation, and fast communications make it imperative that we pay greater attention to all the other languages of the world. And let's face it: the majority of the world does not speak English!

The Limited Horizons of Regionalism and Ethnicity

The second of the pains that I have noted is inherent in the trend—the very dangerous trend—toward ethnic and regional ethnocentrism on the part of language minority groups. Often, we become so preoccupied with our particular regional and ethnic problems that we do not bother to relate to other groups of people in other parts of the country who share the same or similar problems.

The Chicano and Puerto Rican groups are two good examples. After working with Puerto Rican educators in several educational endeavors, I am firmly convinced that the similarities between the Puerto Rican and the Chicano cultures far outnumber the differences, and that both groups lose by inadequate cooperation and the failure to learn more about each other's problems.

How much we could learn in the Southwest by looking at bilingualism and the bilingual education that is so very much alive in the province of Quebec in Canada. How much we could learn from a people who for generations have lived under English-speaking rule in that part of the hemisphere and yet have managed to maintain their language and their culture as co-equal partners with the English language and culture. Eighty or ninety percent of the people in that province are perfectly bilingual. Bilingual schooling in French and English has been taking place in Canada for years and years. There, both languages are accepted in commerce, in education, in politics, and in all aspects of life.

Canada recently passed a law which states that citizens can request that government services be provided in the language of their choice—English or French—since both are official languages in their country.

Is there anything to learn from all of that? I would suggest that there is. I would suggest that the quicker we get out of our provincialism and learn what's going on in other parts of the country and other parts of the hemisphere, the quicker we'll be able to overcome some of the obstacles that inhibit our progress here in the Southwest—in education, in politics, in economics, and in everything else that has a bearing on equality of access and opportunity.

Utilization of Language Resources

There is no question that in the Southwest we need to increase the number of professionals, paraprofessionals, administrators, and policy makers who are themselves Chicanos. But that need has to be viewed alongside the reality that if we have other Spanish language resources, we should be utilizing them, too. How can we in the Southwest use the language resources of other Spanish-speaking people—Mexicans, Cubans, Central Americans? If we don't do this, we are not only missing a valuable opportunity, but we are also creating a danger. That danger is the fragmentation of resources, knowledge, and power of Spanish speakers in the United States—the reduction of our clout: our effectiveness and our power to effect changes in the system, which is what we all want to do.

White Flight

In the language of the integrationist movement of Black Americans in this nation, there is a phenomenon that is known by the name of white flight. White flight means simply that as more and more Black students enter schools that have been predominantly white, the white students move out into the suburbs. I am afraid that in bilingual education we are also beginning to experience a reaction closely akin to white flight.

Let me share with you a theory that I have—a theory of racism. My formula for racism says that it is born of two sets of characteristics. One of these sets is composed of two inherent needs of the human organism, and the other set is acquired.

The inherent traits are two: the need for group *stability* and the need for group *identity*. These two inherent traits, when combined with some acquired traits, produce ethnocentrism——and there is but a short step from ethnocentrism to racism.

The acquired characteristics which I feel influence racism are the economic status of the group in relation to other groups, its political power, level of scholarship, educational index, and, of course, its numbers. We can say, then, that given Anglo-America's need for stability and identity, given her superiority in numbers, given her political control of institutions, her economic power, and her educational achievements—given all that—any movement toward multicultural, multilingual education is going to elicit a negative, defensive reaction because such a movement threatens the status quo. It threatens the control of power and wealth and the control of education.

In the city of New York, for example, the teachers union went on record as being opposed to having bilingual education in the schools. Obviously, the union feared that the next logical step would be to require that all teachers be bilingual. This threatens the job security of Anglo teachers, and they are unprepared to accept that. In the state of New Jersey, an effort to pass bilingual education legislation has been delayed because the professional teachers association, which had originally supported the idea, later withdrew its support.

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We must be ready to deal with such reactions when they do occur. Remember, too, a people's pride is a very funny thing. They're not always going to admit to you that we threaten them. They're not always going to say, "I'm afraid of bilingual education because I'm afraid I'm going to lose my job." They may give you some altogether different reasons. But the underlying theme may be one of fear.

I laud the NEA for what it has done for us since 1966. However, the eradication of this feeling of fear may be the one thing that NEA can help us achieve.

The Nonpolitical Nature of Our Efforts

Education in the United States is very much a political animal and it is very much an economic phenomenon. From the appointment or election of local school boards, to state boards of education, to the passage of legislation, to funding, to state book adoptions—you name it—we are participants in a political process. And bilingual education, as a component part of that system, is no less political. If you look back at whatever gains we have made in bilingual education over the past few years, you'll find that we have made them because there have been active educator politicians in our movement. And these people have gone to Congress and to the administrative departments in Washington and in the state capitals. They have knocked on doors, and banged on doors, and kicked them open, and used their political clout and the political system to get things done. And to the degree that we bury our heads in the sand and refuse to be politically active, to that same degree our movement will suffer—it will be stymied and it will not grow.

Some bilingual teachers and administrators have suggested that the biggest problems in bilingual education are the lack of curriculum materials, the lack of proper testing instruments, the lack of community participation, or the lack of cultural emphasis in curriculum.

Yes, those are problems. But the reason they are still problems is that we lack the political clout and the political sophistication to make them *stop* being problems. There is enough knowledge about teacher training, about curriculum development, and about testing to make bicultural bilingual education two or three times as effective as it has been. But we haven't gotten to apply that knowledge because we don't have control over—we often don't even have access to—the institutions where those changes are made. And only political activity and political sophistication and action are going to bring us to that point.

As you go about this conference, I suggest that you interact with the representatives of government and the representatives of the different bilingual programs who are here, and that you guide your interaction in terms of the two questions that we posed earlier:

1. Is this program and what we are suggesting good enough for our children?
2. Is it good enough to prepare our Chicano leaders for the year 2000?

And check these people out also on how they have chosen to address the pains that we have identified.

1. Does the program have quality goals which embody the concepts of language and cultural equality?
2. Does the program have provisions for expanding our perspectives, both ethnic and regional? Does it provide for learning something from other people who are engaged in similar struggle?
3. What are the political implications of what we suggest? Will it bring us closer to parity and equality in the related areas of economics and political participation?

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The Role of the Teacher in Bilingual Bicultural Education

James A. Harris
Vice-President, National Education Association

Space Flight/Education's Plight: A Question of Priorities

Three men are now out in space on an 85-day mission. They are using a lot of the fuel that could be burned this winter to heat our schools and homes. They've spent much of the money we hoped to get for education. Their food is specially processed to meet space conditions, and lights flash every time their pores open or close. When something goes wrong, the unlimited resources of the nation are brought to bear.

Meanwhile, five-to-seven million kids sit in class. They, too, have special needs. However, when they think in and speak Spanish, or Chinese, or Tagalog, they are fed English. The agencies set up to help them curiously disappear—like HEW's Advisory Committee on the Spanish-Speaking and Mexican Americans—or are miraculously rescued—like the Office of Spanish-Speaking Affairs at USOE. When something goes wrong with the kids' education, what happens? Where are the TV cameras to tell the nation about this crisis and how it is being resolved? What is being done about the facts that three times as many Mexican Americans as Anglos repeat the first grade—or that 64 percent of the Spanish-speaking eighth graders read below grade level—or that the Spanish-speaking complete only nine years of school instead of twelve?

What can we do about the fact that the Nixon administration has stuck our budget out in space and ignored education and children? What can the teacher do to strengthen bilingual bicultural education programs?

Political Answers to Educational Problems

The united teaching profession will help by applying political muscle as we did in 1966—the year NEA sponsored the Tucson conference spurring enactment of the Bilingual Education Act of 1968.

Considering the 100-plus teacher strikes that erupted this fall—and the $2 million loan fund set up to help striking teachers in six states—one can no longer say that the schoolteacher is stereotyped, docile, and easily intimidated. It has taken a long time, but we understand that decisions affecting education are not made in the classroom. They are made by picket lines, by lobbyists, by negotiators, and by voters. The solution to the problems of education lies in politics.

In 1972, members of the profession helped elect about one-third of the House of Representatives and more than one-third of the U.S. Senate.

This year, the full force of our Coalition of American Public Employees is being felt in Congress as it wrestles with the Labor-HEW appropriations bill. The Coalition, representing more than 4 million employees, has been prodding Congress, and now the conference committee, to report out a bill that will provide at least the Senate amount of $55 million for Title VII. Members of the NEA Board of Directors descended on their Representatives and Senators earlier this month; 32,000 Minnesota teachers signed petitions urging Mr. Nixon to sign the final bill; and more than 25,000 letters urging a veto override are ready to be mailed to Capitol Hill.

We also have a political action committee, called NEA-PAC, which is dedicated to electing friends of education to federal offices. NEA-PAC gives money and endorsements to candidates selected by NEA and the candidate's resident state association; and we're getting around to instituting a systematic method of financing rather than the voluntary contributions that we now receive.

NEA-PAC has helped the cause of bilingual bicultural education by helping elect five Mexican Americans to office in California last year.

You can help NEA-PAC do its job. Carmel Sandoval is a member of the NEA-PAC Steering Committee. Tony Vasquez, Ramón Huerta, and David Almada are members of the NEA bodies that make NEA-PAC decisions. Work with them.

Besides these political activities, however, NEA is trying to make education better in the classroom.

Stereotypes and Emerging Realities

The typical teacher, as you know, has a reputation of being ethnocentric and caring only for his or her own paycheck. Ironically, this increasingly negative attitude toward teachers has corresponded to our increased political sensitivity and strike actions and to our increased awareness of ourselves as culture-carriers.

It was concerned teachers and administrators who attended the first national conference in 1966 to look for ways to improve the education of bilingual children. It was concerned teachers who, in 1969, passed NEA Resolution C-13 seeking the repeal of state laws prohibiting the teaching of subjects in any language other than English and urging the enactment of state bilingual legislation.

In 1969, when the Bilingual Education Act was first funded, the schools were completely unprepared. Not one teacher training institution existed at that time to prepare bilingual bicultural educators. Nor did one standard or guideline exist for their training. Textbooks completely ignored the Mexican American and Puerto Rican. Consequently, the teachers who were hired by the demonstration bilingual projects were those who were trained to teach Spanish-as-a-foreign-language to middle and secondary school students. These teachers were unprepared for dealing with culturally and linguistically different children.

This situation, however, forced the teachers to become interested in and develop pre- and inservice training programs. They developed curriculum models, wrote their own materials, and imported textbooks from Mexico and South American countries. Actually, the imported materials did not relate too much to the Chicano experiences in the United States. But they were much better than the traditional Anglo-only textbooks with brown ink splashed on some of the pictures.

During the late 60s NEA held a national conference about improving the treatment of minorities in textbooks, and came out with guidelines for publishers.

Most teachers didn't become aware of the problem from a national as opposed to a classroom perspective, however, until 1971. The first volume of the Mexican American Education Study of the U.S. Civil Rights Commission was published that year. It provided a great service by addressing the Mexican American's educational concerns. It pointed out for teachers that the same institutionally racist patterns that had been destroying Blacks and Native Americans for more than a century had been operating against Mexican Americans. The study pointed to widely held beliefs that Chicano children should be taught separately for the first few years of schooling, not only because of "language handicaps," but because educators were prejudiced against the children and their culture. The study found dismal records of segregation in which up to 50 percent of the districts in some states deliberately segregated Mexican American children throughout elementary school. It found that while 17 percent of the school enrollment in the Southwest was Mexican American, only 4 percent of the teachers were Mexican American—while proportionately more teachers than pupils are Anglo. It found numerous examples of ways Mexican American children suffered in the classrooms of these culturally deficient teachers.

The united profession responded to this report and its expressed need for increased teacher awareness of the culturally different child. More than 10,000 concerned educators at the 1972 Representative Assembly recognized the complex and diverse needs of Chicano children by calling for federal and state programs and scholarships to facilitate the entry of Chicanos into the teaching profession. This resolution is already bearing fruit. Just recently, the Newark, New Jersey, teachers negotiated a contract calling for the hiring of bilingual bicultural teachers as necessary.

The 1972 Assembly also passed a resolution calling for a moratorium on standardized testing because it discriminates against minority group children. It further called for NEA to publish or cause to be published a textbook that will deal fairly with all American minority groups. Guidelines for such a textbook have already been published.

Current Efforts To Meet Chicano Student Needs

Today, teachers are crying for help. Many teachers who teach Chicano children are looking for ways to remedy their own cultural deficiencies. They may be racist, but they want to do something to help. We also have teachers, of course, who won't admit their racism or that they are failing the Chicano child.

A number of school district officials are making field trips to Mexico and Puerto Rico to recruit teachers, and they are hiring former Peace Corps volunteers. This effort is well meant, but teachers from other countries or young people who have taught in Latin America are not necessarily prepared to deal with the culturally different American child. School districts are also making informal inquiries and looking at listings of Spanish-speaking professionals in language journals and education and government publications. Sometimes they use team teaching which pairs an Anglo or nonChicano teacher with a Spanish-speaking aide who should really be on the same level as the teacher.

While some programs exist to remedy these problems, they are insufficient. The TESL programs, financed under the National Defense Education Act, do not provide instruction in bilingual teaching but in teaching English as a second language. Most TESL participants are monolingual. Summer bilingual institutes and inservice followup sessions are, however, sponsored under NDEA and EPDA, and university courses in bilingual bicultural education are increasing.

Analysis of Current Need

What kind of teacher do we really need, and how do we find that teacher? Again, we can look to the Tucson conference for answers. The Tucson recommendations emphasized the teacher's personal qualities, knowledge of children and appreciation of their cultural environment, teaching skill, and bilingualism. They stressed the need to recruit teachers from the Spanish-speaking population.

Today, we can be more specific. The bilingual teacher should be from the United States, not a foreign country. He or she must be able to stress culture as well as language and must make the art of communication more important than speaking with impeccable grammar. He or she must stress the importance of the child's language, rather than English. These are the most important considerations. Others are, of course, the ability to teach a speciality or all the primary subjects in the children's native language as well as English, the ability to teach English as a second language, the skill to teach the history and culture associated with the children's language, and the personal qualities of being able to conduct sessions with parents and interact individually with the children.

Teachers today are increasingly aware of what is expected of them by minority Americans. They are more involved in the classroom and in politics and are trying to ensure equal educational opportunity. NEA is helping them. NEA is helping you.

Individual Commitment

What I have said to this point speaks to the collective action of teachers through the NEA. What about me as an individual? Where is my commitment and what do I plan to do? I am convinced that whatever has happened so far, there is so much yet to do that I must commit every ounce of influence at my disposal now and especially throughout my term as NEA president to the task of improving opportunities for minority students. Of course, I feel the same dedication to

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the education of all students that every other NEA president has felt. But if every other NEA officer in the past had had the same commitment to minority children as to their own, we would not be here today. Such conferences would not be necessary.

It makes me sick to stand here and know that there are a million school-age children not enrolled in school. It makes me sicker than most because I know that a disproportionately high percentage of them are your kids and mine. It makes me sick to know that our children have a better chance of spending a portion of their lives in jail or in some type of correctional institution than in an institution of higher learning. At this moment, and on any given day, there are 113,000 school-age kids locked up in a correctional institution of some type; and I get sicker than my Anglo counterpart because I know that detention homes and jails and prisons are a few of those places where we can be a majority.

It grieves me to know that my home state of Iowa will spend $9,176 to keep a youngster one year in one of our correctional institutions, while it will not provide the $5,395 it would take to send him to Harvard for a year. The State of Maryland spends $18,000 per youngster to keep him or her in a correctional institution, while other states, like Illinois and Michigan, are willing to spend $10,000 per youngster for the same purpose. This is two to three times what a top education would cost. So, when I make a decision about where my extra effort must go, it is not the same across the board. I have to help to catch up those who have been cheated in the past.

I regret that this agenda did not deal with the migrant child—the most neglected of all. I do not know much about migrant children, although I know that they are usually minority, and that minimum schooling laws are winked at so they can work. And they travel to where work is; and the salaries of their families are a disgrace in this land of plenty.

I have designed a school-on-wheels program that would permit the schools to move with the students until something better becomes the reality. I do not know if this makes sense or not; and I need to hear from you as to whether such a program has merit. I also want to hear about your programs and the recommendations that grow out of this conference. I hope that you will include in those recommendations anyone else, such as the First Americans or migrant children, that you want to see treated better than they have been treated in the past.

I hope you will invite me back to another conference like this in the future after I have been in the NEA presidency so that I may give you an accounting of what I have done while in that position.

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Bilingual Bicultural Education: A Necessary Strategy for American Public Education

Dr. Rupert Trujillo
Chairman, National Education Task Force de la Raza
Assistant Dean of Student Affairs
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". . . If America is capable of sending men to walk on the moon, then it is capable of finding and walking a path of human dignity and universal justice through an educational system that makes America's backbone—the democratic ethic—a reality. . . ."

Bilingual Bicultural Education: What It Is Not

Bilingual bicultural education is not a process that treats the child as if somehow he is deficient.

It is not a process whose only and ultimate objective is to perfect the use of the English language.

It is not a process that ignores the child's background and cultural heritage.

It is not a process which considers only one way of living and behaving to be legitimate.

It is not a process which assumes that education is a privilege.

Bilingual Bicultural Education: Its Positive Purposes

Bilingual bicultural education serves a number of positive purposes for American public education and is, therefore, a necessary educational strategy.

- It enriches and preserves the cultural and human resources of a people and, consequently, a country.
- It creates better human relationships among people from differing backgrounds.
- It launches a child immediately into a world of learning, as opposed to a world of confusion and frustration.
- It creates for the child an atmosphere of personal identification, self-worth, and achievement.

A quote from Margaret Nick, a Native American from Alaska:

> I can't predict how my children should be educated. I can't predict how you should teach my children or what you should teach my children. But one thing I do know and that is that if my children are proud, if my children have identity, if my children know who they are and if they are proud to be who they are, they will be able to encounter anything in life.
>
> Some people say a man without education might as well be dead. I say a man without identity, if a man doesn't know who he is, he might as well be dead.

Bilingual bicultural education makes it possible for persons from the dominant group to modify their value structures. And value clarification and modification have to occur among us if America is to avoid total chaos.

Anglo Value Systems: The "Those People" Mentality

Let me cite some examples of expressed values which lead to conflict and lack of understanding.

In the early 1900s, a famous educator was writing about America and minorities. Dr. Cubberley wrote:

> Everywhere these people settle in groups or settlements to set up their national manners, customs and observances. Our task is to break up these groups or settlements, to assimilate and amalgamate these people as part of our American race and to implant in their children, so far as can be done, the Anglo-Saxon conception of righteousness, law and order, and our popular government, and to awaken in them a reverence for our democratic institutions and for those things in our national life which we as a people hold to be of abiding worth.

One might say, "Yes, but that was in the early 1900s; that doesn't happen today." Let me cite a few more up-to-date versions of the same mentality.

In 1973, the *Lubbock Avalanche Journal* carried an editorial entitled "Bilingual Extremism Cited."

> Representative H. R. Cross, R-Iowa, was set off by a statement that many children, chiefly Spanish-surnamed, are unable to speak English when they enter the first grade. "Well," he asked, "where does the responsibility for that kind of situation rest? Clearly it rests upon the home. If a child has not learned to speak some English before he or she enters the first grade . . . there is something radically wrong with the family." Representative Wayne Hays, D-Ohio, commented, "What do we want to do? Perpetuate these people so as not to be able to speak English forever and ever?"

A California paper on May 4, 1973, carried an article called "Little Hoe Is a Big Issue." This had to do with "El Cartito," the Little Hoe, used by farm workers to weed the fields. A hearing was being conducted because lawyers from the California Rural Legal Assistance, charging that the Little Hoe disables workers, wanted "El Cartito" outlawed. Doctors and others were called to testify. One Anglo farm superintendent with 30 years in the business testified:

> that the Mexican-Americans who make up 90 percent of 2500 hoe-wielding workers may have it the easiest of all. "They're smaller and more agile than the average Anglo," said Superintendent Bailey. "They seem to have a stronger body than we do."

So long as individuals harbor attitudes and values such as those revealed in these quotations, we will continue to experience conflict and hostility.

Beyond that, offering bilingual education solely to minorities is only half the answer. Speaking more than one language anywhere in the world, including in the United States, has always been considered to have positive value for a population.

The New Mexico Attorney General in 1971 rendered the opinion that teachers in New Mexico must speak English and Spanish. In May 1971, the *Albuquerque Journal* carried an article saying that "The New Mexico Association of Classroom Teachers urged the State Department of Education to proceed with extreme caution in responding to the Attorney General's opinion."

The Chairman of the Association's Teacher Education and Professional Standards Committee commented, "Only a small segment of our student population is truly Spanish speaking."

Two problems come to mind with that statement: One is the notion that if some individual doesn't speak "standard" Spanish—whatever that means—then that individual isn't *truly* Spanish speaking; secondly, the numbers game enters into the picture. The system uses numbers to justify action or inaction. Thus, to say we don't need bilingual bicultural education because only a small segment of our student population is truly Spanish speaking is like saying, "We don't have any Blacks around here; therefore, we don't need to know, respect, and understand them or their culture."

It is interesting that in Russia, the child has the right to education which utilizes his mother tongue. In addition, parents in Russia have the option of sending or not sending their children to a bilingual school.

I want to emphasize that bilingual bicultural education is not a program that minimizes the importance of English. Those who charge us with unwillingness to learn English are, in effect, questioning our rational powers. Mexican Americans are keenly aware of the importance of languages—both Spanish and English. We are aware that English is the language of the land and that different benefits can accrue to those who have command of the language. However, the monolingual educational system has not served to give Mexican Americans command of that language. Furthermore, even those who have command of the English language experience prejudice and discrimination; thus our insistence upon bicultural education for all.

Assumptions—True and False

The American educational system has been criticized by many researchers and writers—Holt, Rogers, and Silberman, to name but a few. According to these and others, education in America is implicitly based on certain assumptions such as:

1. The student cannot be trusted to pursue his own learning.
2. Presentation equals learning. (What is presented or "covered" is learned.)
3. The aim of education is to accumulate a brick-upon-brick structure of factual knowledge.
4. The Truth is known. (Most textbooks present knowledge as a closed book.)
5. Constructive and creative citizens develop from passive learners.
6. Evaluation is education and education is evaluation. (Taking examinations and preparing for the next set of exams is a way of life for students.)

If bilingual bicultural education programs are not based on different assumptions, then we can predict that the results will be less than adequate.

I believe that the teacher can be the lock or the teacher can be the key in our educational pursuits. Haim Ginott, in *Teacher and Child*, said:

> I've come to a frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated and a child humanized or dehumanized.

All that I've tried to say points to the need for change. All of us know how difficult it is to bring change about. We have many persons in America who give lip service to the notion of change but who, in reality, are characterized by the statement of Frederick Douglass, who said:

> Those who profess to favor freedom, yet deprecate agitation are men who want crops without plowing the ground; they want rain without thunder and lightning; and they want the ocean without the awful roar of its many waters.

The changes that we seek will indeed be difficult. They will not just happen; they will be *made* to happen —and not without agitation and continued struggle. I ask you, amigos y amigas, will you go from here and say, "*A Relook at Tucson '66 and Beyond* was a blast?" Or will you go from here and do all you can to make bilingual bicultural education happen?

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The Need for Spanish-Speaking Teachers: A Statistical Projection

Samuel B. Ethridge
Director, Teacher Rights
National Education Association

All that we do here is for naught unless we find a way to make significant increases in the number of bilingual bicultural teachers throughout the United States.

Consider these statistics, which we drew from an HEW Census of public school teachers and students. You'll find that minority groups are being shortchanged by more than 200,000 teaching jobs in the public elementary and secondary schools of the nation.

In 1972, the enrollment of the nation's public schools was 44.6 million. In this total student population, there were 6.7 million Blacks, 2.3 million Spanish-speaking, 333,000 Asians, and 322,000 First Americans. The total teaching population numbered 1.96 million, of whom 186,000 were Black, 22,800 were Spanish-speaking, 7,300 were Asian, and 2,800 were First American. These statistics reveal the following pupil-teacher ratios:

- A national average of one teacher for every 22.5 students
- One Asian teacher for every *31* Asian students
- One Black teacher for every *36* Black students
- One Indian teacher for every *86* Indian students
- One Spanish-speaking teacher for every *107* Spanish-speaking children
- One nonminority teacher for every 20 nonminority students.

The nation's public schools need to employ at least 84,500 more Spanish-speaking teachers in order to overcome the severe effects of present and past discrimination and to bring about a pupil-teacher ratio among the Spanish-speaking equal to the national average pupil-teacher ratio of 22.5. Using the same criteria for other groups, it would be necessary to employ 116,000 more black teachers, 7,400 more First American teachers, and 3,000 more Asian teachers.

A statistical analysis reveals the most glaring need for additional Spanish-speaking teachers in the following states:

IDAHO—One Spanish-speaking teacher for every 507 Spanish-speaking students. Number of Spanish-speaking teachers needed to approximate statewide average pupil-teacher ratio (23:1)—*211*.

MONTANA—One Spanish-speaking teacher for every 217 Spanish-speaking students. Number of Spanish-speaking teachers needed to approximate statewide average pupil-teacher ratio (22:1)—*62*.

NEW YORK—One Spanish-speaking teacher for every 197 Spanish-speaking students. Number of Spanish-speaking teachers needed to approximate statewide pupil-teacher ratio (20:1)—*14,898*.

Because of the geographic distribution of Spanish-speaking population, a concentrated attack in three states—Texas, California, and New York—would have a potential of providing 70 percent of the 84,500 Spanish-speaking teachers needed to approximate the national average pupil-teacher ratio. A successful affirmative action program in three cities—New York, Chicago, and Los Angeles—has the potential of producing more than 20 percent of the Spanish-speaking teachers needed to approach parity in pupil-teacher ratio. Success in these cities and 15 other cities in five states—Texas, Colorado, Florida, New Jersey, and New Mexico—would have a potential for 40 percent of the total.

New legal tools to combat discrimination can help realize this potential. They are—Title VII of the Civil Rights Act of 1964, as amended in 1972 to cover teachers and other public employees; Title IX of the Education Amendments of 1972 (Higher Education Act); and the Equal Pay Act Amendments of 1972.

Complaints of employment practices that violate these antidiscrimination laws can result in court orders for discontinuance of the unlawful practices, appropriate affirmative action, reinstatement of employees, and the awarding of up to two years' back pay. A recent discrimination case against AT&T, for example, won a $25 million judgment for back pay; several court decisions in recent years have required school systems to bring their minority faculty ratios up to the student ratios.

Legal action to eliminate unlawful discrimination in public school employment—and the relevance of such action to the needs of bilingual bicultural education—is of critical importance. The effectiveness of any bilingual program depends primarily on the availability of teachers, principals, counselors, administrators, and other educational personnel who are capable of meeting the language needs of both English- and Spanish-speaking children within the learning situation.

I ask each of you to go back home and shine a searchlight on every personnel office to expose bigotry and discrimination in employment, whether it be based on race, language, national origin, religion, or sex.

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National Trends and Implications for Bilingual Bicultural Education

Dr. Armando Rodriguez, President
East Los Angeles Community College
Los Angeles, California

Bilingualism: not a Handicap To Be Overcome . . . but a Gift To Be Shared

Today, more than ever, those of us who are concerned with the education of Chicano children realize that bilingualism and biculturalism are assets which are valuable resources, not only for the Chicano but for our nation as a whole. We know that the establishment of permanent ongoing programs in which we teach our youth—black, white, brown, yellow, or any shade in between—more than one language and more than one cultural lifestyle will be the key to the elimination of prejudices against those who are culturally different; that these programs will be the key to greater understanding, rather than fear, of cultural differences. Thus, bilingual bicultural education will be the key, not only to the survival of Chicano children, but to the social survival of America.

But we also know that an awareness of these realities is meaningless unless we are able to make basic changes in the educational establishment and change some basic attitudes in our society at large. The educational establishment and our society must become convinced that being bilingual and bicultural should be a basic right of every child in America.

Reaffirmation and Extension of Goals

I propose that by 1980 all our schools located where there is plurality of language and cultural differences, be it ethnic or racial, be completely immersed in bilingual-bicultural programs that involve the development of all children to be culturally cognizant in two or more cultures; and have communication competency in their mother tongue and another language.

I made this proposal two years ago to the Southwest Council on Bilingual Education at Tucson, Arizona. Today I will go even further and propose that this total immersion involve all our schools throughout the nation and at all levels of education.

The task before us as we move toward realization of this overall goal will involve working for the achievement of five specific objectives:

1. A general recognition by our society at large, and our national leaders in particular, that the bilingually skilled and biculturally cognizant individual *is and will continue to be* an indispensable resource which America must develop.
2. A general acceptance of bilingualism and biculturalism as purposeful endeavors—indeed as moral responsibilities—of education at all levels of education and for all persons in our schools.
3. The training of bilingual bicultural educators who will be the backbone of bilingual programs in every teacher training institution in the country.
4. The development of educational programs—particularly in those areas of our country where there are bilingual and bicultural children but throughout the rest of the nation as well—which will provide meaningful progression in bilingual and bicultural instruction through all levels of the educational system.
5. The development of new books, new testing materials, new visual aids, and new curriculum plans—in short, all the tools that we will need to make these programs effective.

I believe that if we are successful in the accomplishment of these objectives during the last half of this decade, by 1980 the culturally deprived and the linguistically handicapped in the society will be only those persons who have not had a multilingual and multicultural educational experience. And by 1990 there will be few such persons in the nation.

Bilingual Education Advancement: Whose Responsibility?

There are perhaps some among us who may feel inclined to let someone else make the effort of working toward these goals, perhaps because the prospect of success seems remote, perhaps because of lack of conviction of the worthiness of the task. But let us remember a great concept of our Indian ancestors, which brings home our responsibility for action. They wrote in their codices that the life of each person is irrevocably tied to the life of some other. No matter what action a person takes or fails to take, that action—or inaction—will affect the life of another person. So you see, we must not cop out: Whatever actions we take, or *do not* take, are bound to have an effect—negative or positive—on the achievement of our goals.

In the last six years, bilingual education has been the focus of groups such as the one gathered here today; bilingualism and biculturalism have been the concern primarily of Chicanos and other Spanish-English bilinguals because of our personal experience. I believe we can say that we have made an impact on the academic world. We have created a national awareness of the tremendous potential inherent in bilingual and bicultural education programs. We have begun to awaken the educational establishment to the educational needs of the bilingual bicultural child. But the focus of our effort must now take on a new and more urgent character. We must begin to speak about the value of bilingualism, not as a remedial progam for the Chicano, but as an essential part of the total edu-

cation of every American child. The establishment must be convinced that any child who moves through the educational system without becoming cognizant in more than one culture and without acquiring competency in more than one language is only half-educated. We must continue relentlessly to strengthen this consciousness of the personal as well as the national importance of the creation of a society where monolingualism and monoculturalism are totally unacceptable. Only we can do this—not only because we are so close to the task, but because *no one is going to do it for us.*

Progress, Problems, and Opportunities

On October 9, 1973, the Honorable Joseph M. Montoya of New Mexico addressed the United States Senate in support of new amendments to the existing bilingual education legislation. The Senator's remarks painted a rather grim picture of where we are today in bilingual bicultural education.* It is important to recognize, however, the significance of the fact that his message was made on the floor of the U.S. Senate and that the cosponsors of the legislation that he was supporting were Senator Cranston of California and Senator Kennedy of Massachusetts. It is people such as these—persons in positions of national leadership—whom we need to convince of the value of our endeavors.

A vitally important aspect of Senator Montoya's message was that *without materials, curricula, and trained teachers, the bilingual bicultural programs we need will never come into existence.*

I believe that the most important factor in ensuring that we have these materials, curricula, and trained teachers will be ourselves! It is *we* who must take the responsibility for producing materials, for developing curricula, for training the teachers. No matter how convinced and committed the monolingual, monocultural Anglo educator is, only we can tell him how to deal with these problems. And we must be able to tell him. We must be the experts.

I believe that the establishment is ready to begin making resources available to us for this purpose. The legislation being advocated in Congress is but one example of this readiness. The national foundations also are ready to fund projects. In some quarters, the business establishment has begun to make overtures in this direction, particularly where affirmative action laws have been enforced. Many of our educational institutions are ready to embark on projects that we may wish to promote.

We must be ready to take advantage of all of these opportunities. We must be ready to become completely skilled in as many facets of bilingual education as possible and to strive for ever-improving quality in our programs. All of us must gear up to a greater level of skills than ever before. We must continue to be *competently involved.*

The Challenge

Today there are more than 10 million Spanish-speaking citizens in our country. By 1980 there will be more than 15 million. Every bilingual bicultural Spanish-speaking graduate we produce will be an agent for a closer Western hemisphere of human cooperation. All such graduates will become bilingual bicultural agents for the realization of a society where human diversity is promoted and not destroyed. If we are able to succeed in our thrust toward total bilingualism and biculturalism, it will mean a new role for La Raza in our society.

And if we remember our Indian ancestors' philosophy of cause and effect, it is clear that the end result depends on what you do, on what I do, on what we all do.

We must be the trend-setters; we must promote the trends; we must be the leaders. Above all, we must work together in close cooperation, sharing experiences, knowledge, new results. We must support each other, individually and collectively. Porque sólo así, juntos y unidos—VENCEREMOS.

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* Dr. Rodríguez' presentation included a summary of the points contained in Senator Montoya's address to the Institute (excerpted on pp. 11-13 of this report.) The same address was delivered by Senator Montoya in support of the Bilingual Education Act Amendments, reproduced in its entirety in the Congressional Record.

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Work Lab Reports

State Legislative Action

Moderator: The Honorable José Bernal
Former State Senator
Bexar County
San Antonio, Texas

Legislative Developments Since 1966

Panelists' reports indicated that several states have made substantive progress in laws providing for bilingual education programs. Among the states adopting bilingual education laws since 1966 have been Massachusetts, California, Texas, New Mexico, Colorado, New York, New Jersey, and Illinois. In some states, the only progress made to date has been the abolition of laws prohibiting the speaking of Spanish in public school classrooms; in others, the extent of progress has been to adopt *enabling* legislation, *permitting* rather than *mandating* the establishment of bilingual programs. A continuous problem confronting bilingual bicultural education proponents is the difficulty of obtaining the legislative appropriations necessary to support effective programs. Illinois, ranking sixth among the states in the number of Spanish-speaking students, is a leader in the appropriation of funds for bilingual education. In this state, funding in the amount of $6 million has been appropriated to support a legislative package incorporating provisions for curriculum development, testing, teacher certification, facilities, and bilingual education. In order to determine the extent of bilingual educational need, the State of California has adopted legislation requiring school districts to administer tests to identify the dominant language and level of English language proficiency of each student.

Dr. José Bernal

Recommendations

Participants and panelists agreed on the following recommendations for legislative action goals and strategies:

1. Have a good bill passed; make sure that the language of the bill is strong and clear, and that it contains unequivocal mandates for implementation.
2. Make sure that the bill is supported by the necessary funding to make effective implementation possible.
3. Gather the people's support. Involve the community in developing and campaigning for the bill.
4. Gather coalition-type support. Involve other groups besides Chicanos in order to broaden the support base.
5. Seek the support of the conservatives—and don't take the liberals for granted.
6. Be willing to compromise; but be sure the initial language of the bill is strong before you begin to compromise. If you start with a weak bill, it may get watered down to mere tokenism. Shoot for the moon *first; then* compromise; and come out ahead!
7. Look to funding sources beyond Title VII.

Panelists

Mr. Stu Abelson, Staff Attorney
Puerto Rican Legal Defense and Educational Fund
New York, New York

The Honorable Matías Chacón
New Mexico State Senate
Española, New Mexico

Sr. Miguel Navarrete
Consultant for Bilingual Education
State Department of Education
Sacramento, California

Sr. Patricio H. Pérez
Board of Directors
Illinois Education Association
Chicago, Illinois

The Honorable Rubén Valdez
State House of Representatives
Denver, Colorado

Manuel Fierro

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National Legislative Action

Moderator: Sr. Manuel Fierro
President-Executive Director
Raza Association for Spanish-Surnamed Americans
Washington, D.C.

Presentations

The primary message from the panelists was that individuals and Chicano groups must increase contact with the U.S. Congress and with those who influence congressional decisions, such as congressional assistants and lobbyists (NEA, RASSA, school boards and superintendents' associations, etc.). Panelists urged that an office of Spanish-speaking affairs should be maintained as a congressional entity; as it exists now, it is an executive creation and, therefore, is in a tenuous position. The need for development and strengthening of black-brown-red caucuses was stressed as a vital element in the advancement of our common cause—to obtain federal legislation mandating, and appropriating funds for, bilingual bicultural education. And, it was agreed, there must be increasing involvement of students in our efforts. Panelists and participants further emphasized the need for greater publicity about Task Force activities via a viable network of communication.

Recommendations

1. Efforts should be directed towards securing legislation to—
   - Create a division of bilingual education at the national level.
   - Create federally funded regional resource centers for bilingual education which would include experts in curriculum, teacher training, and cultural patterns from the states represented. Assessment of needs and research and development of appropriate programs would be some of the services to be offered to local and state educational agencies.
   - Establish regional bilingual institutes to train professional staff and prepare relevant materials. These institutes should utilize resource people with experience in existing bilingual programs. Participants in the institutes should receive a stipend equivalent to their regular salaries.
   - Provide federally funded loan and scholarship programs for the preparation of professional staff in bilingual and bicultural education.
2. Chicano communities and parents should organize and make their demands known to—the media, local school boards and administrations, and state and national legislators.

Panelists

Sr. Cristóbal P. Alderete
Executive Assistant to U.S. Senator Lloyd Bentsen
State of Texas

Sr. Bal Chávez
Legislative Aide for U.S. Senator Floyd K. Haskell
State of Colorado

Sa. Carmen L. Delgado
Urban Education Associate
National Urban Coalition
Washington, D.C.

Sr. Cris Escamilla
Recent Intern
Office of U.S. Senator Edward M. Kennedy
State of Massachusetts

Sr. David Martinez
Legislative Aide for U.S. Senator John Tower
State of Texas

Mr. Fred McCaffrey
Special Assistant to U.S. Senator Pete V. Domenici
State of New Mexico

Mr. Monroe Sweetland
Government Relations
National Education Association
Burlingame, California

Carmen Delgado, Bal Chavez, Cris Escamilla, Manuel Fierro, Cristóbal P. Alderete, Fred McCaffrey

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Administrative Action

Moderator: Srta. Blandina Cárdenas
Early Childhood Bilingual Education Program
Southwest Education Development Laboratory
Austin, Texas

Presentations

Panelists' presentations included analyses of—

The Bilingual Education Act's Rules and Regulations for funding of programs

ESAA eligibility for majority-minority districts

The May 25 Memorandum of the U.S. Office of Civil Rights/HEW (the 1970 policy statement defining the civil rights of the linguistically and culturally distinct child)

Departmental policy regarding the Memorandum

Where we are going from here.

Both the presentations and the general discussion centered on the multiple problems of funding, administration, operation, and assessment of federally funded bilingual bicultural education programs, and on the strategies needed to promote and ensure the success of these programs and their compliance with the law, once funded.

Blandina Cárdenas

Conclusions

The interaction left no doubt of the need to promote local political action in support of legislation and adequate appropriations for bilingual bicultural education at both the state and national levels.

The group interaction also revealed the special need for a closer and more cooperative working relationship by the educational institution with the U.S. Office of Education and other federal education agencies. It was agreed that the institution must be knowledgeable about the duties, responsibilities, and operations of the federal education agencies so that it can promote educational development on a nationwide scale within the realities of the political arena.

Emphasis was placed on the need for revision of compensatory education legislation in order to correct its basic assumption of defectiveness on the part of the non-English-speaking student; *cultural difference does not equate with deficiency.*

Further discussion centered on the need for a new approach to the federal funding of minority education and bilingual bicultural education programs; the minority moneybag programs lead to purpose-defeating competition between the several minorities looking for the federal dollar.

Questions were raised concerning the problems of school district noncompliance with regulations for implementation of federally funded programs. Participants found it difficult to understand how a district that has been found deficient in compliance with the established rules and/or guidelines of a program under which it is receiving funds (e.g., a Title I grant) is considered eligible for more federal funds for another project under another grant.

Recommendations

Note: Recommendations from this session were presented to, and adopted by, the entire conference. They are included, therefore, in the Institute Recommendations, pp. 42-43.

Panelists

Srta. Cecilia Cosca
U.S. Commission on Civil Rights
Mexican American Study
Washington, D.C.

Marty Gerry, Esquire
Acting Director
U.S. Office of Civil Rights/HEW
Washington, D.C.

Ken Mines, Director
Region V
U.S. Office of Civil Rights/HEW
Chicago, Illinois

Dr. Gilbert Sánchez, Director
Bilingual Education Program
Center for Applied Linguistics
Arlington, Virginia

Ms. Dorothy Stuck, Director
Region VI
U.S. Office of Civil Rights/HEW
Dallas, Texas

Association Action

Moderator: Mr. Donald R. McComb
National Education Association
Instruction and Professional Development

Panel and group discussion centered on the following areas of concern:

School Board and Association Decision Making

Local school boards are subject to a variety of pressures; their decisions are influenced by the local power structure, the community in general, the school administration, the teachers, other special interest groups, and state and federal agencies. School board decisions may also be based on the members' own personal philosophy—an important consideration when making proposals for change. A recent survey showed that a majority of the nation's school board members are business people, doctors, dentists, lawyers, or their spouses. Their average income is $22,000 per year; they are white, male, over 45 years of age, Republicans, and conservative in political philosophy—in short, a group that is not representative of the community, probably unconcerned with minority needs, and resistant to constructive social change.

Local associations have more freedom and independence of action in what they do in that they are responsible and accountable only to their members. The association is an advocate organization and is in a position to influence what a school board does through direct negotiations and other means. An association member must first influence the association to decide to do something, and then, if the decision is made, the association takes the necessary action to influence a school board's decision on a program like bilingual bicultural education. Effective association action may be impeded by lack of consensus of its members. Also, teachers may perceive arbitrary and unplanned-for change as threatening. This may be true of some Anglo teachers in the implementation of bilingual bicultural programs.

The association as an advocate group must ensure that innovative programs are introduced with appropriate teacher involvement. It is up to the association to see that such involvement takes place. The local association has an obligation and responsibility to examine all change in the light of how it will help teachers working with children so that learning needs are best satisfied in an atmosphere conducive to the learning process.

Negotiated Contracts and Agreements

Although there has been a substantial increase in negotiated contracts and agreements between local boards of education and education associations since 1966, relatively few of these contain provisions for bilingual bicultural education or related areas. Of 1,500 contracts studied in 1971, only 60 contained provisions for integration or other concerns related to minority groups. The inclusion in contracts of such matters as inservice training, special teachers, class size, curriculum, textbooks, and materials development can provide an opportunity for inputs related to bilingual bicultural education and other minority group concerns.

Educational Change

To illustrate the various steps of the change process, a simplified change model was considered. Components of this model included (a) awareness of a problem or a need for change; (b) development of a proposal for solution; (c) identification of support and opposition; (d) development of strategies for action; (e) construction of a power base from which to mount action strategies.

As a way to achieve bilingual bicultural educational change, the association can and should utilize its strength and leadership in helping and working with community groups to promote bilingual bicultural education programs appropriate for the particular school district.

Conclusions

1. Contracts can be a tool to promote bilingual bicultural programs.
2. Relatively few Chicano teachers are members of association negotiation teams.
3. NEA and local and state associations are organizations of a political nature, whose philosophy and decisions are determined by member leadership.
4. Chicano and other minority teachers are not as active as they could be in influencing association decisions and programs through the political processes of their associations.

Recommendations

1. In order for teachers to be in a position to get such programs as bilingual bicultural education adopted and implemented, it is imperative that they be guaranteed appropriate rights under law to ensure that due process and employment stability are established and maintained and to ensure that such identified needs as bilingual bicultural education can be dealt with effectively.

   It is recommended that conference participants and the organizations they represent, through appropriate political action, strongly support the passage of (a) H.R. 8677, the Na-

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tional Collective Bargaining Bill for Public Employees, now before the Congress; the signing of the bill into law by the President; and its full implementation by governmental bodies specified in the law; and (b) all federal and state legislation and fiscal measures on, or related to, bilingual bicultural education.

2 In order to ensure association responsiveness to the needs of all teachers, it is critical for all teachers to become active in their local, state, and national asociations. Most particularly, it is essential that Chicanos and other minorities become familiar with association structures, goals, and negotiation procedures and with the strategies of running for association office—in short, to become effectively involved in association work—so that they may be in a position to impel association response to minority needs and advocacy of such programs as bilingual bicultural education for all students.

Panelists

Sr. Carmel Sandoval
National Education Association
Higher Education Task Force
Greeley, Colorado

Sr. Tomás Saucedo
National Education Association
Negotiations Research
Washington, D.C.

Sr. Louis Murillo
Michigan Education Association
Minority Affairs Division
East Lansing, Michigan

Sr. Salvador Varela
National Education Association
Western States Regional Office
Denver, Colorado

Don McComb, Honorable José Bernal, Albino Baca

Carmel Sandoval

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Court Action

Moderator: *Dr. José Cárdenas*
Chairman, Southwest Region
National Education Task Force de la Raza
San Antonio, Texas

Developments Since 1966

Panelists reviewed significant court decisions since 1966, as these decisions have advanced or obstructed educational opportunities for Chicano and other linguistically and culturally distinct students. Among the cases discussed were the following court wins, losses, and draws (cases on appeal).

Wins

Diana v. State Board of Education, C70-37-RFP (n.d. Cal. Feb. 1970). Involved student placement practices and resulted in a consent judgment requiring the State of California to test all children whose primary home language is other than English in their primary language and in English, and further requiring the retesting of all linguistically and culturally distinct children currently placed in educable mentally retarded (EMR) classes.

Lau v. Nichols, 42 L.W. 4165, U.S. Supreme Court, in a reversal of lower court decision, ruled that public school systems are required by law to provide bilingual instruction to students whose primary language is other than English. Merely providing the same education to all does not satisfy the law when some pupils are "effectively foreclosed from any meaningful education" by a language barrier, the court said.

Serrano v. Priest, 5 Cal. 3d 584. Involved challenge of California's school finance system based on charge that its heavy reliance on local property taxes made the quality of a child's education a product of the wealth (or poverty) of his community. Trial court ruling against plaintiff was appealed to State Supreme Court, which remanded the case to the trial court, but held that education is a fundamental right and that if the facts were as stated by plaintiff, the state system of school finance resulted in violation of rights under the state constitution. Although trial court decision is still pending as this report is being prepared, the case has already resulted in further equalization of state's school support system.

Serna v. Portales, 351 FS 1279. Bilingual education case. Resulted in court ruling that constitutional rights of Chicano children were being violated by providing them with the same educational program as that provided Anglos.

Losses

Rodriguez v. San Antonio Independent School District, 337 F. Supp. 280. Similar to *Serrano* in its challenge of state school finance system's reliance on local property taxation. District court ruling in favor of plaintiff was reversed on appeal to U.S. Supreme Court, which held that "education is . . . not among the rights afforded explicit protection under our federal constitution nor do we find any basis for saying it is implicitly so protected."

Case on Appeal

Morales v. Shannon, Civil Action No. DR-70-CA-14 (W.D.-Tex. Feb. 13, 1973). Court ruled that Chicanos are not entitled to different instruction and further ruled that segregation is not unlawful. Administrative law judge ruled that failure to provide bilingual education is not a discriminatory action because this is a pedagogic, rather than a legal, issue. Case on appeal in administrative HEW proceeding.

Recommendations

Panelists and participants agreed on the following recommendations:

1. Bilingual education litigation strategy should be developed through the cooperative efforts of civil rights lawyers and Chicano educators, especially in view of the Supreme Court ruling that bilingual education is required for Chicano and other language minority groups.*
2. Bilingual education litigation should be pursued diligently and aggressively, not only to establish the evidence necessary for prevailing in court, but also to educate the public about the educational neglect that is suffered by language minority groups.
3. Teachers should become acquainted with court actions that have taken place in order to use these as supportive tools in making requests to school administrators and boards of education. Further, there should be developed greater mutual exchange between educators and jurists; each group is ignorant of the other's field.
4. Because of the length of time and expense of litigation, there is a need to adopt alternative political action strategies—to continue pressing for legislation where none exists and to improve the legislation that does exist.

* Lau v. Nichols (January 21, 1974).

Dr. José A. Cárdenas

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Panelists

Mr. Joel Gewirtz
National Education Association
Office of General Counsel

Mr. Larry Glick
Western Region
U.S. Commission on Civil Rights
Los Angeles, California

Sr. Cruz Reynoso
University of New Mexico Law School
Albuquerque, New Mexico

Sr. Lupe Salinas
Staff Attorney
Mexican-American Legal Defense and Education Fund
San Antonio, Texas

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Community Action

Moderator: *Sr. Albino Baca, Director*
Chicano Mobile Institute
Sante Fe, New Mexico

Objectives and Strategies

Unification of objectives and strategies was stressed as vital to the success of community action efforts to influence legislation, court decisions, administrative policies, and education associations at the local, state, and national levels to bring about educational improvement for Chicanos. It was further emphasized that community action leaders must effectively encourage Chicano parents to take greater interest in the instruction of their children and to participate as a cohesive, forceful, special interest group in educational decision making. Panelists and participants agreed that the Chicano community needs to impress upon people who are hired to do the job of education that they must respond to the educational needs and desires of all the community, or concerted efforts will be made to get people who can and will do the job. Alternative schools must be planned and initiated. And the Chicano community must be cautious about accepting research data on Chicanos that is undertaken supposedly in the name of educational progress, but that may, instead, serve to stereotype and stifle the Chicano Nation, which will not surrender its educational rights even though the American Nation does or does not throw an occasional "Hueso" to the Chicanos via their token "cállate la boca" programs. "Ya basta, we will not accept your inadequate research on the Chicano in education!"

Recommendations

1. All political and social leverage, positive or negative, should be utilized to effectuate constructive change.
2. In the selection of future conference sites, conference planners should be sensitive to the Chicano employment ratio. (Western Skies obviously does not employ Chicanos.)
3. Local school systems should cease filling educational positions with out-of-state, out-of-region educators who have not had the training to understand and respect the dignity of Chicanos. Educators should live in the communities and barrios that they serve; they should talk *with*—not *at*—the community.
4. Community action efforts should be directed toward bringing reality to educational processes and minimizing school system reliance on purely academic theory.
5. It should be recognized that the only true sociopolitical leverage that Chicanos have for effective positive educational change is our *gente;* therefore, we as educators need to educate our Raza to be effective lobbyists by—
   - Forming coalitions with Chicano lawyers who are sensitive to our needs
   - Forming coalitions with Chicano law students in universities
   - Teaching our people how to read better in the areas of sociopolitical literature, civil rights literature, community action literature, and any other materials that will increase our effectiveness in seeking the desired positive change.
6. It should be recognized that educational change does not come easily, but rather through hard organizing, long-range commitment, and hard work.
7. It should be recognized that the true realization of bilingual bicultural education as a goal is not enough, but rather that continued educational alternatives for the whole community must be achieved.
8. Chicano communities must be alert to, and seek implementation of, state laws mandating ethnicity requirements in education, which school and governing officials may be ignoring—for example, (a) the bilingual requirement for all teachers in New Mexico; and (b) the legal rights of Chicanos set forth by "El Tratado de Guadalupe Hidalgo," 1848.
9. Effective efforts should be made to develop positive alternative educational systems that do address themselves to facilitating the learning of Chicanos.

"Sistema que no enseña a los Chicanos, que se lo lleve la Chingada."

Panelists

Ms. Cecilia Apodaca
Education Task Force de la Federación de la Raza
Albuquerque, New Mexico

Sr. Tony Báez, Acting Chairman
Bilingual Bicultural Steering Committee
Milwaukee, Wisconsin

Honorable José Bernal, Albino Baca

Sra. Emma Chavira, Director
Clínica de Duranes
Albuquerque, New Mexico

Sr. Demetrio Rodriguez
Rodriguez v. State of Texas
San Antonio, Texas

Sr. John Serrano
Serrano v. Priest
Los Angeles, California

Ernest Andrade

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Demetrio Rodriguez, Tony Vásquez

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Bilingual Bicultural Exemplary Projects

. . . Éxitos . . . Problemas . . . Direcciones para el Futuro . . .

Local Projects

A number of projects with four to five years' experience were explained and demonstrated in order to relate findings; to discuss achievements, successes, and problems; and to point directions for future bilingual bicultural program development. Project demonstrations were conducted in a work lab setting in order to facilitate maximum interchange of information and ideas.

Preschool

Moderator: *Sr. Tony Vásquez, Chairman*
NEA Task Force on Chicano Education
Chicago, Illinois

Presenters: *Sr. Edward L. Madrid, Director*
Bilingual Bicultural Project
Tucson, Arizona

Sr. Ernest Andrade, Director
Bilingual Program
Lefford Elementary School
Johnstown, Colorado

Tucson, Arizona: Kindergarten Through Fifth Grade (Initiated 1968)

The purpose of the program is to make children functionally bilingual. Instruction is given in Spanish and English for both monolingual and bilingual children. A major achievement of the program is the home task scheme, which consists of weekly home assignments for mother and child. This scheme provides an opportunity for mothers to interact with preschool children to promote various developmental skills. This is the final year of funding under Title VII.

Johnstown, Colorado: Anglo-Chicano Buddy System (Initiated 1970)

This program involved Anglo and Chicano children of migrant workers, working in teams for language skill practices. It provided informal learning situations with no more than 12 students in each group. The program involved children up to the fifth-grade level and included development of a guide for the teaching of skills in both languages. Test results indicated that the program produced marked improvement from previous performance in English, and the students tested appeared to be at grade level in Spanish.

Angel Noé González; Carlos Saavedra; Jennie Durán, NEA Task Force on Chicano Education, Salt Lake City, Utah

Major Problems

In Tucson, more male parental involvement is needed.

In Johnstown, there is negative input from the community and lack of community awareness, as well as difficulty in assessing language dominance.

Both projects suffer from a need for improved and expanded teacher training, uncertainty of funding, and imminence of federal fund cutoffs.

Recommendations for Future Training Directions

1. Universities should follow the lead of the University of New Mexico and institute full programs for M.A. and Ph.D. degrees in bilingual education.
2. Funding for these programs should be provided, at least in part, at the local and state levels in order to eliminate complete dependence on federal funding. Pressure should be put on legislators to pass legislation with *adequate appropriations* to support bilingual bicultural program development.

Elementary School

Moderator: *Sr. Angel Noé González*
Superintendent
Crystal City Independent School District
Crystal City, Texas

Presenters: *Sr. Carlos Saavedra, Director*
Bilingual Program
Coronado Elementary School
Albuquerque, New Mexico

Sr. Miguel Salinas, Director
Bilingual Program
Woodburn Public Schools
Woodburn, Oregon

Coronado Elementary, Albuquerque: Multi-Cultural Project (Initiated 1969)

The project started with kindergarten students at Coronado Elementary, pilot project school. It involves 91 percent Spanish-surname students, predominantly from one-parent homes. Initially, parents seldom visited school buildings; children had low achievement levels; and the program suffered from lack of materials. Curriculum components were developed, and the focus of the program was changed to emphasize multicultural instruction. After the third summer, seven schools were approved. Summer inservice training programs were instituted. After five years, 19 schools have participated; more coordinators have been trained and employed. The project has received recognition from the University of New Mexico; K-3 curriculum guides have been developed; and community involvement has been increased.

The program has several major achievements, among them humanizing of classroom instruction, strengthening of language concepts, and greater continuity in coordination. The English componen; now feels less threatened. Visitation and greater interaction with parents have begun. Learning of English has not been hindered. The children have developed a more positive self-image and pride in cultural heritage, and their achievement level has improved.

Woodburn, Oregon: Bilingual-Bicultural Project (Initiated 1970)

This project, which provides instruction in Spanish, English, and Russian, includes extensive use of home visits to involve parents and encourage their involvement. The project emphasizes individualized instruction. The criterion reference approach has been found most valuable. Standardized testing is minimized.

Recommendations for Future Training Directions

1. Federally funded bilingual bicultural education resource centers should be established, with provision for the granting of stipends to resource personnel.
2. The five-year federal funding limitation should be eliminated.
3. State budgets should make provision for bilingual bicultural education, with appropriations for teacher-training program development and university scholarships. The budgetary approach should be on a continuing, rather than an emergency, basis.

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Bernie Martínez, Guadalupe Cruz

Middle School

Moderator: *Dr. Roberto Segura, Chairman*
Western Region
National Education Task Force de la Raza
University of California at Sacramento
Sacramento, California

Panelists: *Sr. Anthony Romero*
Bayard, New Mexico

Sr. Lupe Cruz
Crystal City Independent School District
Crystal City, Texas

Srta. Isabel Martinez
High School Student

Sr. Bernie Martinez
Director, Bilingual Education Programs
Colorado State Department of Education
Denver, Colorado

In the absence of the scheduled presenter for the middle school project demonstration, panelists and participants discussed their own experiences in the development and operation of bilingual bicultural programs. A central theme of discussion concerned the diverse needs, possibilities, and expectations of different school communities. Among the variances that must be considered in planning bilingual bicultural programs are—(a) the accessibility and adequacy of funding sources; (b) population percentages of Chicanos; (c) the extent of commitment to bilingual bicultural education; (d) population percentages of monolinguals and bilinguals, whether Anglo or Chicano; and (e) availability of trained personnel to initiate and implement bilingual bicultural programs.

Recommendations for Future Training Directions

1. Bilingual bicultural programs at the middle-school level should be coordinated with, and be a continuation of, elementary level programs. However, these programs should be established in the middle schools even if no elementary programs have preceded them.
2. Trained bilingual teachers are needed in all schools. They should pair up with monolingual teachers in team teaching situations.
3. Institutions of higher education must train teachers and other professionals to work in schools that have both monolingual and bilingual children.
4. There must be a bicultural emphasis in all subject areas and for all students, even if the Spanish language is not used as a medium of instruction.

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5. Conversational Spanish courses should be taught to English speakers at all levels by teachers who are enthusiastic and can motivate their students.
6. The community has a wealth of resources which the school should recognize and utilize to assist in bilingual bicultural programs. Steps should be taken to start programs with available resources, even if the programs cannot be as comprehensive or as well-funded as a school would like.
7. Bilingual bicultural programs should be initiated in schools with low percentages of Chicano students, as well as in those with higher percentages.
8. Bilingualism and biculturalism should be initiated in all aspects of community life outside of the classroom. Cultural events must be reinforced in school and community life.
9. Staff development and inservice training programs for teachers and aides must be initiated, both to influence their attitudes and to provide skills necessary to work in bilingual bicultural schools.
10. Money should be allocated by the school district or by the state or federal government to activate a comprehensive public relations program to demonstrate and dramatize the need for bilingual bicultural education in order to gain support from educators and the general public.

Secondary School

Moderator: *Sr. Miguel Encinias, Director*
Bilingual Education
State Department of Education
Santa Fe, New Mexico

Presenters: *Mr. Anthony Gradisnik, Director*
Bilingual Programs
Milwaukee School District
Milwaukee, Wisconsin

Mr. Harvey N. Miller, Director
Bilingual Education Program
Calexico Unified School District
Calexico, California

Milwaukee, Wisconsin: History and Reading Instruction Emphasis (Initiated 1969)

This project includes Mexican American and Puerto Rican history and culture, personal consumer education, and the teaching of U.S. history in Spanish and English.

The program has had three major achievements. The number of bilingual bicultural graduates has increased rapidly. Students who have excelled in the program are acting as tutors. Bilingual bicultural students have performed successfully in high school, particularly in bilingual classes.

The major problems have been lack of trained teaching staff, including counselors; lack of funds and bilingual materials; and conflict between Mexican American and Puerto Rican values and cultures.

Calexico, California: Community Involvement—Learning Through Music (Initiated 1968)

The development of the *Estudiastino* is a major achievement of this bilingual bicultural program, which places heavy emphasis on widespread community involvement. *Estudiastino* is a musical group that has performed in various places in California. Most students joined the group in the second year of the bilingual bicultural program, when they had very little proficiency in the English language. The *Estudiastino* has facilitated the development of pride and self-concept not only in the participants, but also in the community. The project has involved development of various instructional materials, processes, and training programs: learning achievement packages, test development and translation, norming of reading tests, and staff development and inservice training programs.

Major Problems

Many members of the community have the feeling that if their children maintain the Spanish language, they will not learn English. In addition, most of the support is from federal government sources; if it goes, the program may go also.

Another problem is political powerlessness. Many who participate in the program are not American citizens; they might have a voice, but they do not have a vote.

Brown Berets

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Recommendations for Future Training Directions

1. Bilingual bicultural program proponents must get *local and state* commitments for funding. Federal sources are uncertain.
2. Programs must be aimed at active community involvement.
3. Program emphasis must be placed on self-concept development and pride in the mother tongue.
4. Bilingual bicultural programs must place greater emphasis on development of political awareness on the part of both students and communities.

Community College

Moderator: *Dr. Simón González*
Assistant to the Chancellor
University of California
Los Angeles, California

Presenters: *Sr. Ray Mireles, Director*
Title III Project, "USTED"
East Los Angeles Community College
Los Angeles, California

Dr. Gilberto de los Santos
Dean of Instruction for Research and Development
El Paso Community College
El Paso, Texas

Sr. Aristeo Brito
Bilingual Education Program
Pima Community College
Tucson, Arizona

Project "USTED," East Los Angeles Community College

The project has focused on development of self-confidence in Chicanos, using a behavior modification programmed approach. By helping students to develop positive self-image, it has increased student motivation and improved academic skills.

El Paso Community College

The College uses a systems approach in individualizing instruction in a bilingual bicultural context; it has many programs going—Nursing, A.A. degrees, a Veterans Upward Bound Program for Vietnam veterans, a Health Careers Program, a Child Development Associate Program; and an Entrepreneurs Program.

Pima College

The College is going out to the community to teach extension courses where requested, in the subject areas preferred. It is granting double credit for some content courses given in Spanish to encourage students to develop Spanish language skills.

Ray Mireles, Dr. Simón González

Major Problems

Community conservatism has resulted in apathy and even hostility to the needs of the Mexican American.

Mexican Americans are not represented on the college faculties in proportion to their numbers in the student body.

The faculty generally lacks training for teaching in bilingual bicultural programs.

Instructional materials are lacking.

The faculty lacks commitment to, or recognition of the value of, bilingual bicultural education.

Major Findings

Students coming from the public schools are monolingually tracked; they can speak Spanish, but can't read or write it. For these, initial instruction must be given in English, with gradually increasing emphasis on Spanish language. Project "USTED" has also found that the Chicano's lack of self-confidence, accompanied by a high anxiety level, has reduced his effectiveness academically. Thus, there is a need to focus on development of self-confidence. There is a tendency in community colleges—particularly those located in conservative areas—to give emphasis to a curriculum that is technical-vocational oriented because of the attitude that "Chicanos are good with their hands." We must fight this attitude and also make Chicanos aware that the community college is a viable means of obtaining a higher education.

Recommendations for Future Training Directions

1. We are past the awareness level. Future conferences should be held, not to describe what has been done, but to develop political sophistication so that Chicanos can be more effective in the political arena and can become politically involved in decision making at all levels of government: community, city, county, state, and federal.
2. Testing for purposes of placement must be eliminated; instead, we must develop instruments for assessing the educational deficits of the students in order to develop programs tailored to their specific needs.
3. We must acquaint the universities with the need to develop more adequate curricula to prepare their students to teach in bilingual bicultural programs at the college level.
4. We must pressure community colleges to have a representation of Chicano faculty and staff that is more proportionate to the percentage of Chicano student population.
5. Conferences such as this should seek greater representation from the Midwestern states, which have a large Spanish-speaking population, but which have been left out, for the most part, in development and planning of programs.

Teacher Training Institutions

Moderator: *Dr. Salomón Flores, Chairman*
Midwest Region
National Education Task Force de la Raza
Chicago, Illinois

Presenters: *Dr. Dolores Gonzáles*
Assistant Director
Multicultural Education Center
College of Education
University of New Mexico

Sra. Alicia Rodriguez Travell
Coordinator, Bilingual Education Program
Department of Education
Texas Women's University
Denton, Texas

Dr. Atilano Valencia, Chairman
Department of Education
Highlands University
Las Vegas, New Mexico

Dr. Moisés Venegas, Director
Teacher Corps
Southern Colorado State College
Pueblo, Colorado

The project demonstrations encompassed programs aimed at the preparation of bilingual and bicultural teachers for all levels of schooling. Discussion of the various projects in operation centered on the following problems and needs:

Communication is lacking among the groups who are planning, developing, and operating bilingual bicultural teacher training programs. This creates a situation in which everyone is researching the same technical difficulties without the benefit of shared knowledge and support. It also prevents a concerted effort at the solution of the major problems whose agents for solution are usually outside the teacher training institutions.

There is a need for valid research, qualified professional staff and staff support, and adequate funding.

Local commitment is needed.

It is necessary to develop political expertise.

A question expressive of a major concern of the group

Who is developing these bilingual bicultural teacher training programs? Too many of them, participants felt, may be the work of Anglo professors, who do not truly understand, or have the cultural background necessary to produce, effective bilingual bicultural programs.

Moisés Venegas, Dr. Dolores González, Dr. Salomón Flores, Dr. Atilano Valencia, Elías Bernal

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Recommendations for Future Training Directions

In our effort to meet the teacher training needs of bilingual bicultural education, top priority must be assigned to working toward the following goals:

- Immediate and continuing inservice training
- Continuously increased cooperation between state departments of education and teacher training institutions
- Intensive, institutionally supported university faculty training
- Financial support for students
- Training of counselors and administrators
- Development of didactic materials
- Enlistment of the cooperation and support of legislators in the development and implementation of bilingual bicultural education programs.

National Projects

Television programming; teacher training; curriculum materials formulation, field testing, and dissemination; and development of multilingual student testing instruments and placement procedures are among the varied federally funded activities that were demonstrated and discussed at Institute workshops.

Curriculum Materials

Helping to remedy the critical shortage of culturally relevant curriculum materials, the *Spanish Curriculum Development Center*, headquartered in Miami, Florida, and funded by Title VII (with only one more year of funding in sight), employs a multiethnic staff whose main activities are (a) producing teachers' guides and corresponding support materials in the areas of language arts, social science, science, math, fine arts, and Spanish as a second language; (b) cooperating with other agencies funded wholly or in part through Title VII in the field testing of materials; and (c) revising the curriculum materials in light of feedback from field trial centers. The underlying objective of these activities is to develop an interdisciplinary curriculum core as a resource for teachers in bilingual bicultural programs, culminating in ethnic-based regional editions.

Working in close cooperation with SCDC is the *Curriculum Adaptation Network for Bilingual Bicultural Education (CANBE)*, which field-tests SCDC materials in four curriculum adaptation centers serving the Far West, Southwest, Midwest, and Northeast. CANBE staff functions are (a) to adapt SCDC materials to the particular needs of each center's constituency; (b) with contractual assistance from specialists within each region, to conduct ethnic review of the SCDC materials and provide feedback to SCDC; (c) to develop supplementary materials that are beyond the scope of SCDC production, but that reflect felt needs in a given region; and (d) to serve as a special resource to communities concerned with bilingual bicultural education. Regional field service operations coordinate distribution of SCDC and CANBE materials in field trial centers and assist the centers with ongoing inservice education for personnel using the materials.

The Title VII Dissemination Center for Bilingual Education in Austin, Texas, (one of seven Title VII centers in the U.S.) has as its primary objective the acquisition, preparation, and dissemination of bilingual materials. The Center responds to between 3,000 and 3,500 requests each month—issuing monthly annotated bibliographies of materials available; providing information about commercial materials; rendering technical assistance in material and service development; offering criteria for material selection; and developing, editing, and publishing materials for dissemination. Continuance of these services is in doubt, due to exclusion of the Dissemination Center from fifth-year refunding of Title VII; negotiations in progress (as this report is being prepared) seek to ensure the continued existence of the program.

Bilingual bicultural materials acquisition, evaluation, and distribution are also central functions of the *Materials Acquisition Project*, a San Diego, California, project initiated in 1970. Among the major activities of MAP have been (a) conducting educator workshops about available materials; (b) selecting and distributing more than $.5 million worth of teaching-learning materials; and (c) compiling teachers guides for material selection.

Student Testing

The testing and placement of students whose primary language is other than English and the preparation of teachers to work effectively with such students are the central concerns of the *National Multilingual Assessment Project* (MAP), funded since 1971 under ESEA Title VII. The Stockton Unified School District in California is the project grantee; components of the project are located in New Mexico, Colorado, Texas, and New York as well. Student assessment research has included a study using experimental developmental-type tests to measure the abilities of Mexican American and other children in the Southwest; a comparison of these tests with traditional standardized tests; and distribution (through the Title VII Dissemination Center in Austin) of the results of these studies with recommendations for future test use. MAP has completed critical reviews of 10 standardized tests, which will be sent to bilingual bicultural projects for evaluation and feedback.

Misplacement of minority children—especially obvious in EMR classes—continues to occur, in large part because of standardized measures of capacity and achievement, which are not suited for measuring the skills of these children. In an effort to remedy this continuing problem, MAP is developing measures of adaptive behavior to be used along with IQ tests in the placement procedure. MAP has also developed an alternative procedure for pupil placement which involves a "model assessment board." The board is based on the concept that the parents of children who are most often misplaced should have a say about what is being done to provide their children with a proper education. The assessment board is composed of school personnel, students, and parents; its main task is to ensure that the children are adequately assessed and properly placed.

The third major MAP activity—teacher training—has been directed towards helping teachers and school districts to develop assessment and teaching strategies that are compatible with the motivations and learning styles of linguistically and culturally distinct children.

Children's Television Programming

Bilingual Children's TV (production site: Oakland, California) is a programming series built around seven central areas: (1) communications systems; (2) understanding of self and others; (3) nutrition; (4) energy; (5) natural environment; (6) information processing; and (7) assembly vs. disassembly. Two Spanish-English pilot programs have been completed and field-tested in Miami; New York City; Knoxville, Tennessee; Milwaukee; San Antonio; and San Jose and Moraga, California—with overwhelmingly positive results. A principal objective of the programs is to legitimize the Spanish language and give it status so that children will not be reluctant to use it. The programs are designed to augment the regular school and will emphasize what children want to learn, rather than what teachers want to teach. Where feasible, the programs will be aired on public television, but private television stations will be used where public facilities are not available.

Carrascolendas, a bilingual bicultural children's program, was funded under Title VII and initiated in Austin, Texas, three years ago. Begun as a regional program for local audiences, it has now expanded its operation to reach a national audience. The program, currently funded by the USOE Office of Technology, is being shown on 90 stations on a pilot project basis. A series of 30 programs is to evolve. Designed for a first-through-third grade student audience, *Carrascolendas* teaches broad concepts in a story sequence. Each program is a complete entity but features quickly identifiable, continuing characters. A central objective of the programs is to develop, not only a *cultural* self-concept and pride, but also a sense of *individual* self-worth. The program, recipient of seven awards, is being given prime time on several stations. Extensive research is being conducted concerning children's reactions to the series; the preliminary indications are positive.

Helen Bain (former NEA president), BCTV; Demetrio Rodríguez; Carmen Delgado

Presenters

Dr. René Cárdenas, Executive Director
Bilingual Children's Television (BC/TV)
Oakland, California

Sr. Rafael Fernández, Director
Materials Acquisition Center
Austin, Texas

Sr. Ricardo Hernández, Executive Director
Curriculum Adaptation Network for Bilingual Bicultural Education
San Antonio, Texas

Dr. Serasina Krear
Director of Curriculum
"Carrascolendas"
Bilingual Bicultural Children's Program
Austin, Texas

Sr. Ralph Robinett, Director
Spanish Curriculum Development Center
Miami, Florida

Sr. Juan Solis, Director
Title VII Dissemination Center for Bilingual Education
Austin, Texas

Sr. Joe R. Ulibarri, Director
National Multilingual Assessment Program
Stockton, California

Carmen Delgado, Demetrio Rodríguez, Patricio Pé[illegible]z, Tony Vasquez

Roberto Mondragón, Lieutenant Governor, State of New Mexico

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Honorable Manuel Luján, Jr

Honorable Floyd K. Haskell

General Institute Recommendations

Introduction

At the final general session of the Institute, representatives of the U.S. Office of Education (USOE) and the National Institute of Education (NIE) expressed the commitment of these federal agencies to the goal of providing equal educational opportunity to all children, whatever their race, color, or creed.

The stated policy positions expressed by the representatives of the USOE and the NIE are important to the Institute because one of its major purposes was the upgrading and promotion of a truly democratic and effective public education system, which recognizes the individuality and cultural heritage of each and every one of the children in its care through bilingual bicultural education.

Bilingual bicultural education is not a transitional program and it is not a remedial program.— Stated policy position of the USOE and the NIE.

> We are currently developing position papers which will be distributed nationally and which will illustrate the path that we feel it ought to go. We feel that by instituting a full bilingual program, we can insure that our American youngsters will leave the schooling institution not only literate, but educated in at least two languages.—USOE representatives.

The order of national priorities of the NIE, as stated by its representatives, were as follows:

- The development of basic skills in all citizens
- Increasing productivity of resources in American education
- The enhancement of diversity, pluralism, and opportunity in the American educational system
- Increasing the relevance of career education
- Improving the capacity of state and local school systems to solve their own educational problems.

Understanding the seriousness and urgency of these concerns, participants in the final general session of the Institute unanimously adopted the following motions:

1. That the Institute go on record as endorsing all recommendations, resolutions, and action plans developed at the various workshop sessions.
2. That the position and findings of the Institute be presented to the top leadership of the USOE; the NIE; and education associations, agencies, and institutions.
3. That a formal request be made of the United States Commission on Civil Rights that a synthesis of the Institute Proceedings be presented at the March Commission Conference on Mexican American Education.
4. That the National Task Force de la Raza request the NIE, through its director, Mr. Tom Glennan, to freeze all top-level positions until the time when Chicanos can be identified and be able to compete for said positions.

Recommendations to Federal Administrative Agencies

In the past few years it has become commonplace to discuss the question of financial resources for the support of bilingual bicultural elementary and secondary education programs *solely* from the perspective of the funding level and program requirements of Title VII of the Elementary and Secondary Education Act (ESEA) of 1965. The exclusive focusing of interest on this program is understandable, because the avowed goals of the program are so clearly stated to be those of bilingual bicultural education; and because the powers-that-have-been have consistently tried to create the notion that Title VII is the pot of money over which the Chicano, Puerto Rican, Cuban, and Asiatico people must quarrel.

Advocates of bilingual bicultural education must recognize, however, that a much larger source of federal financial support *already* exists at the federal level, with an appropriation range of $2 to $2.5 billion and a built-in capability to require the expenditure of perhaps $10 to $15 billion of state and local funds in the pursuit of bilingual bicultural education goals. This is ESEA's Title I, with its requirements regarding the target population as well as the funding level and program coherence to be provided by the local educational agency. Moreover, recent legal developments with respect to federal funding under the Emergency School Assistance (ESA) Programs indicate that a significant portion of the $270 million appropriated under this Act can and should be used *over and above both* Title I and state and local expenditures to meet bilingual bicultural education program needs.

Therefore, the Institute recommends that—

1. The U.S. Office of Education enforce the basic statutory requirements of Title I in terms of both the target population for services and the level of financial involvement and program implementation of state and local education agencies.
2. Title I financial resources must be used to *supplement*—not to *supplant*—state and local expenditures for target school districts.

3. The Office of Education must also enforce guidelines for use of Title I funds and must ensure accountability of recipient districts by establishing local, state, and federal monitoring procedures.
4. The Office of Education must require school district recipients to report regularly on categorical utilization of federal funds.
5. The Office of Civil Rights and the Office of Education must take immediate action to ensure that the "Stokes Memorandum"* approach to ESA eligibility is established as a nationwide policy.
6. The Congress of the United States should, by appropriate action, eliminate any current statutory ambiguity with respect to these recommendations, and should by legislative hearing and/or the authority of the Comptroller General's Office ensure that the Department of Health, Education, and Welfare abides by this position.
7. The U.S. Office of Education should take steps to ensure that migrant education funds are made available to concerned nonprofit organizations seeking to provide special educational services that school districts are unable or unwilling to provide, in or out of the school environment.
8. The Office of Civil Rights must update the May 25, 1970, Memorandum* and apply it throughout the United States.

Caucus Recommendations

*The following recommendations, adopted by the National Bilingual Bicultural Institute, were drawn from resolutions presented by the California, New Mexico, and Texas Caucuses and by the Bay Area Bilingual Education League (a consortium serving five school districts in the San Francisco-Oakland Bay Area).***

Federal Legislation and Funding

1. Title VII funding to school districts that have had Title VII programs in operation for 5 years should be extended beyond the 5-year limitation; the continuance of said funding should be based on the need and merit of current or new programs.
2. Federal funding should be provided for the development of a national bilingual research and development center to serve as the basis for the development of materials, criterion-referenced testing, and classroom management.
3. A National Bilingual Bicultural Advisory Board, consisting of representatives from each of the regions and target populations and including parent/student/community input, should be established to work with the federal legislative branch as an official advisory body on bilingual bicultural educational concerns.
4. In addition to the National Dissemination Center in Austin, Texas, regional dissemination centers should be established in each region, funded by ESEA Title VII appropriations.
5. In addition to funding bilingual programs in public school districts, Title VII moneys should be made available to youth correctional institutions.
6. Federal funding for higher education and teacher training should be provided to institutions of higher learning, as well as to bilingual projects that have demonstrated successful credentialing and placement of bilingual teachers.
7. Federal funding should be provided for the establishment of a Chinese materials dissemination center to develop curriculum materials and distribute them to Chinese bilingual programs.
8. No federal moneys should be provided to institutions of higher learning that do not have bilingual bicultural professors in their education department.

State Legislation and Administrative Action

1. State certification standards should be revised to ensure the preparation of teachers to meet the language and cultural needs of minority students. Recertification should be assessed accordingly every three years; at least half of the recertification requirement should be in the area of the state's cultural needs.
2. State legislatures should appropriate the necessary moneys to fund viable bilingual bicultural teacher training programs appropriate to the cultural and linguistic needs of the various states.
3. State legislatures should provide adequate funding to implement bilingual bicultural educational programs on a continuing, rather than a transitional, basis.
4. Every state should adopt legislation mandating criterion-referenced testing to be administered in the dominant language of the child, instead of standardized testing.
5. State departments of education should mandate local districts to maintain direct community involvement in implementation of educational programs.
6. States should adopt legislation, or revise current legislation, to mandate provision of bilingual bicultural education, not on a compensatory or remedial basis for some children, but on a continuing basis to ensure equal educational opportunity for all children.
7. State education agencies should provide local school districts with more effective educational leadership and consultative services in the area of bilingual bicultural education.

Local School Systems and Communities

1. Chicano parents need to become politically involved in their schools and governments; they must speak out for sound educational programs and take a firmer stand on the success or failure of these programs.
2. Local school districts, in conjunction with state departments of education, should provide inservice training for their teachers as appropriate to the linguistic and cultural needs of their various communities.

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* Available from the Education Task Force de la Raza or from NEA-Teacher Rights.

** References to the specific concerns of the various states were omitted from these caucus resolution summaries and excerpts in order to provide national applicability. Copies of the complete resolutions and recommendations of each caucus may be obtained by writing to the National Education Task Force de la Raza, The University of New Mexico, College of Education, Albuquerque, New Mexico 87131.

3. All school districts should implement comprehensive and viable instructional programs designed to ensure the cultural and linguistic equality of all students.

National Task Force de la Raza and National Education Association

1. The Bilingual Bicultural Institute and the NEA should conduct an extensive evaluation of the needs of la Raza in the United States, especially in the Southwest, Midwest, and Northwest.

2. The Task Force de la Raza should seek support from decision-making levels of all governmental agencies, both state and national, in the effort of the Task Force and NEA to achieve parity in the employment and promotion of teachers and administrators at all levels of public school education, including the university level. Further, such efforts should be directed toward achieving a ratio of bilingual bicultural teachers in proportion to the number of bilingual bicultural children in average daily membership in all school districts.

3. The National Task Force should express a concern to the U.S. Office of Education that its drafting of Title VII Rules are in contravention of the National Bilingual Bicultural Education Act, which provided for establishment of a National Committee on Bilingual Bicultural Education. This National Advisory Committee has not met since 1970, and it is our understanding that the Committee was not consulted in the drafting of Title VII Rules. If this understanding is correct, it is our belief that these proposed rules and regulations are null and void.

4. The National Task Force and the NEA should seek any and all means to ensure that the appropriate state agencies enforce all laws regarding the funding of, and hiring of Mexican Americans for, bilingual bicultural programs, both public and private.

5. The National Task Force should assist in the establishment of alternative schools to provide bilingual bicultural programs.

6. The National Task Force and the NEA should express to the U.S. Office of Education and to state education agencies the necessity that:

- All institutions of higher education be urged to incorporate bilingual bicultural teacher training programs.
- Appropriate national and state agencies monitor and rate higher education institutions on their implementation of bilingual bicultural teacher training programs.
- Assistance be provided in recruiting bilingual bicultural students.

7. The National Task Force should seek all means to ensure accountability in expending of migrant education moneys; it should contact MALDEF if court action is necessary.

*". . . **Las mujeres Chicanas demandan de sus hermanos de la Raza el reconocimiento de una actitud machista hacia la mujer, en el sentido gringo de la palabra, y piden la eliminación de esa actitud, para juntos llevar a cabo los verdaderos ideales de la Raza. . . .**"*

Resolutions of Women's Caucus

On motion of the representatives of the Women's Caucus, formed as the Institute was in progress to protest the sexual imbalance of Institute leadership, the following resolutions were unanimously adopted at the Friday afternoon general session.

Las mujeres de la Raza en un esfuerzo de unidad nos afrentamos a ustedes, nuestros hermanos, con el fin de que reconozcan la humillación que le han dado a la cultura de nuestra Raza al negarnos nuestro debido respeto. Además, queremos que reconozcan hasta que punto han adoptado las características de la sociedad que nos oprime. El *macho* de nuestra cultura es el que respeta a la hembra! Con sus comportamientos nos han demostrado que han adoptado el contenido gringo de la palabra *machismo* y que no solamente han rechazado el contenido *puro* de esta palabra si no que lo han adoptado rechazando los ideales de nuestra Raza.

Necesitamos trabajar juntos para llevar a cabo no solamente los ideales bilingües biculturales de educación, sino también todos los objetivos y sentimientos de nuestra Raza. Si esta actitud pésima de nuestros hombres no se reforma, nosotras las Chicanas estamos dispuestas a tomar la responsabilidad de educar a nuestros hijos para que no continúe la mentalidad que ha recreado nuestra esclavitud.

* * *

WHEREAS, the National Task Force de la Raza is predominantly male; and

WHEREAS, there are a number of women qualified and competent to participate in the administration, organization, and planning of the Institute; and

WHEREAS, more than 50 percent of the participants in this Institute are women; and

WHEREAS, there has been a definite predominance of men in the planning and implementation of said plans; and

WHEREAS, this conference is to promote bilingual bicultural education which affects and includes women; and

WHEREAS, we believe there is a contradiction in terms which encourages the perpetuation of stereotypes of women in general and Chicanas in particular;

THEREFORE, BE IT RESOLVED that all qualified Chicanas be given equal opportunity to fully participate in all planning and decision-making activities; and

BE IT RESOLVED that the vital and supportive contributions of Chicanas to bilingual bicultural education in general and *this* National Bilingual Bicultural Institute in particular, receive their due recognition; and

BE IT RESOLVED that the "Adelitas" in the struggle for the acceptance of bilingual bicultural education receive due respect from fellow Chicanos and that jokes of a derogatory nature be eliminated.

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Individual Resolutions

General Session participants also unanimously adopted the following two resolutions, on motion of individual presenters:

1. That the National Education Task Force de la Raza develop and implement an affirmative action plan to ensure participation of women in all activities of the Task Force and to promote the development of leadership among women.

—Blandina Cárdenas
First Vice-Chairperson
NEA Human Relations Council

2. That the National Education Association be directed not to cosponsor any activity of any kind whatsoever that does not include women in direct proportion to their membership in the organizations involved.

—La Vera Loyd
Member, Human Relations Commission
NEA-New Mexico

Chicano Caucus Resolutions

On unanimous vote of participants in the final general session, the Institute endorsed resolutions adopted by the Chicano Caucus at the National Career Education Conference, held in Washington, D.C., February 1-3, 1973. Complete copies of these, like all other Institute resolutions, may be obtained by writing to the National Education Task Force de la Raza.

The central concern of the Chicano Caucus resolutions was that the Career Education Program (proposed by the Nixon administration, but not yet funded by Congress) should incorporate a full and effective bilingual bicultural component.

The Chicano Caucus urged—

- The establishment of a Mesa Directiva, composed of Spanish-speaking individuals knowledgeable in the area of education and cognizant of the needs of the Spanish-speaking communities, to function as an official advisory body to the U.S. Office of Education and National Institute of Education in all planning and implementation of career education programs; and that the Mesa Directiva be delegated the authority to review career education programs to ensure relevance and effectiveness of content, to review legislative guidelines for use of revenue-sharing funds, and to solicit position papers on Career Education from Chicano educators and community people to aid the Education Division of HEW in the development of Career Education Programs.
- The inclusion of bilingual bicultural education in all phases of the proposed career education program.
- The development and implementation of programs to prepare Chicanos adequately as career education specialists; i.e., counselors, administrators, faculty, program directors, etc.
- The funding of programs to upgrade vocational education in poor school districts.
- Increased funding of SER (Service, Employment, and Redevelopment), the only Chicano, Spanish-speaking manpower training program currently in operation.
- Recomposition of leadership in federal and regional offices of education and NIE to reflect the proportion of Chicanos in the population, nationally and in the various regions.

Members, NEA Task Force on Chicano Education: Guillermo Castañón, Bay City, Michigan; Lulu López, Torrance, California; Jennie Durán, Salt Lake City, Utah; Tony Núñez, Phoenix, Arizona

Las Mujeres de la Raza

Dr. David Almada, Chairman, NEA Chicano Caucus, Los Angeles, California; Gloria Cruz, Recent NEA Presidential Intern, Albuquerque, New Mexico

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Executive Secretary
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Assistant Director for Chicano Education
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Institute Coordinating Committee

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National Education Task Force de la Raza

Sr. Antonio Esquibel
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National Education Task Force de la Raza

Mr. Samuel B. Ethridge
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Mr. Robert E. Harman
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(Lydia Wright, President, and members)

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M. Ruth Broom, Media Coordinator
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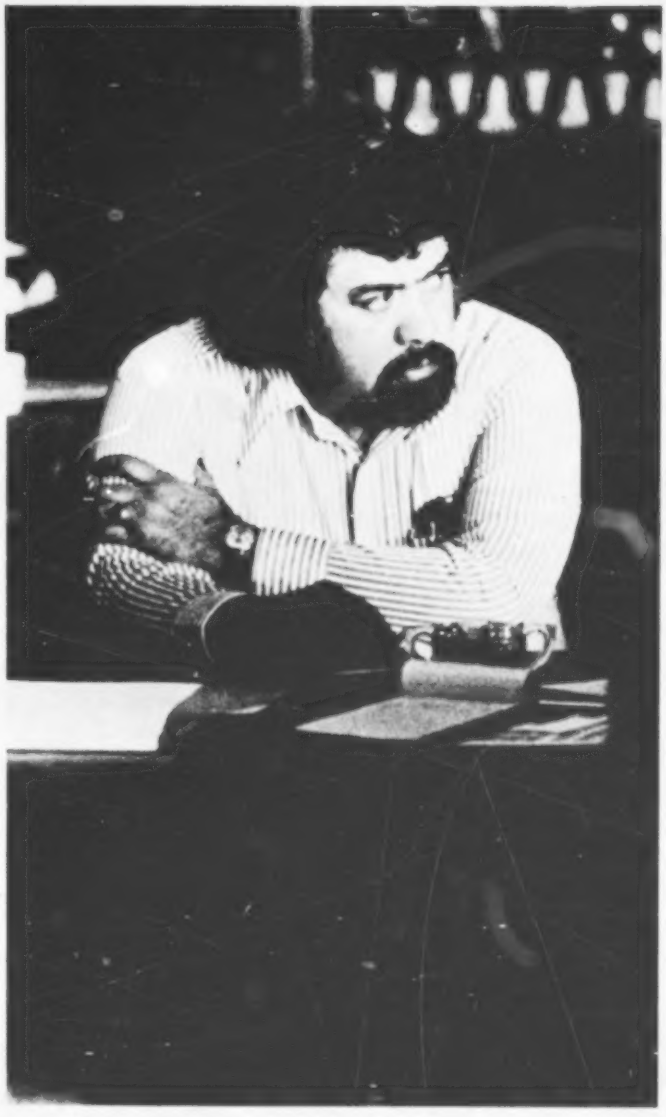

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(Catherine Smith, President; Edmund A. Gaussoin, Executive Secretary; and members)

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A Journey into a Cultural Experience

El baile

La música

La belleza

de una experiencia cultural

se trajo

al mundo hispano

en esta noche.

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Published by NEA Teacher Rights and NEA Government Relations
1201 Sixteenth Street, N.W., Washington, D. C. 20036

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